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WOMEN AND THE CITY'S WORK

Published Weekly by the

WOMAN'S MUNICIPAL LEAGUE OF THE CITY OF NEW YORK

MRS. HENRY A. STIMSON, - *President*

42 West 39th Street, New York City

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JUST WHAT IS THE GARY PLAN?

Dr. David Snedden, Commissioner of Education of the State of Massachusetts has answered this question in an address made in Cincinnati last February before the Department of Superintendence of the National Education Association, on "The Gary System—Its Pros and Cons for Other Cities." "In their order of interest to the laymen, the following are the unique features of the Gary System:

Double Use of School Buildings. "1. It permits of such use of school buildings that substantially twice as many children as is usually the case can be accommodated in the ordinary type of school building

Departmental Teaching. "2. All of the teaching is in greater or less degree on a departmental basis. Teachers can specialize along the lines of their greatest aptitudes. , .

"Practical" or "Industrial Training" Linked to Real School Needs. "3. The buildings, equipment and activities of the entire school system are used as laboratory and workshop for the practical activities including the so-called "industrial training" of the pupils from the lower grades through the high school.

"Practical" Work is Really Practical. "4. The so-called "practical" or "industrial" activities of the pupils are of so thoroughly definite and utilitarian a character as to insure valuable educational results in a field where heretofore the laymen has suspected that a considerable portion of the instruction offered has been of a dilettant, unsubstantial and impractical character.

Wide Community Cooperation with the Schools. "5. Educational agencies other than the school are drawn into active co-operation with the s[illegible] [illegible]ome extent, under its inspi-

ration and supervision, these including the public library, the church school for religious education, industrial establishments, and various forms of voluntary activity such as the Y. .M C. A. work, Boy Scout work and the like.

Valuable Science Instruction. "6. The amount of attention given to instruction in science, more particularly its practical application, is such as to insure valuable results in this field—a thing which is rarely achieved in other school systems.

Longer School Day. "7. There is a substantial lengthening of the customary school day. (In Gary, schools are open from 8.30 to 5 daily.)

"8. A considerable part of each day is given to supervised play and other forms of physical activity, directed by the schools.

Wider Use of School Plant. "9. School buildings are used to a substantial extent by others than pupils, through evening schools, the use of gymnasiums and plunges for adults, Saturday classes, summer schools, etc.

WILL THE PLAN WORK OUTSIDE OF GARY?

To this question Dr. Snedden replies "**There can be no successful modifications or developments of local school systems** along lines that seem to give good results at Gary, if on the one hand, **an attempt is made badly to copy or imitate that system, or if, on the other, the work is undertaken by local authorities who do not comprehend, and sympathize with the general educational aims and purposes which, from the start, seem to have guided Supt. Wirt and his co-workers.** . . . But to school authorities who have a fairly clear notion as to what they want, I do not see why the schools of Gary should not prove profoundly suggestive, provided such authorities are convinced that the educational mission of the public school is as far-teaching as has been asserted by almost all our educational thinkers and leaders during recent years."

Coming Bulletins will describe in detail the various features of the Gary plan, and what they mean to city children. Meanwhile League members are urged to secure from their authors, from their libraries, and to consult at League headquarters, the following books and reports on the Gary plan, which every member ought to read in order to become intelligent about it.:

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WHAT TO READ ON THE GARY PLAN

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Reports by Mr. Wirt

A Report on a Plan of Organization for Cooperative and Continuation Courses—submitted to Board of Education on July 30, 1914.

The Reorganization of Public School 89, Brooklyn,—January 19, 1915.

Work-Study-and-Play School Reorganization for Districts 6 and 7, Manhattan,—April 28th, 1915.

Report upon a Proposed Reorganization of 12 Schools in the Bronx,—April 1915.

Report on P. S. 144, Brooklyn,—May 7, 1915.

Report on Proposed Reorganization for District 17, Manhattan,—April 21, 1915.

Supplementary Reports Bronx Schools.

Reports by School Officials

The Public School System of Gary, Ind., by Wm. P. Burris, U. S. Bureau of Education—Bulletin 1914, No. 18.

Report on Gary, (Ind.), Schools—Joseph S. Taylor, District Superintendent of Schools, New York City, —(Educational Review, May, 1915).

The Gary System—Its Pros and Cons for Other Cities. —David Snedden, Commissioner of Education of Massachusetts—"(Educational Administration and Supervision"—June, 1915).

The Gary System—Report of the Committee appointed by the Syracuse Board of Education to investigate the school system of Gary, Ind.

Report on the Gary Schools—Edward B. Shallow, Associate City Superintendent of Schools, New York City.—(Brooklyn Eagle, March 21, 1915).

Other Reports and a Book by John Dewey

A Reply to Associate Superintendent Shallow's Report on the Gary Schools—by Alice Barrows Fernandez.

The Schools of Gary—Harriet M. Johnson of the New York Public Education Association.

See also series of articles on the Gary Schools by Randolph S. Bourne in The New Republic for March 27, April 3, 10, 24, and May 1, 1915

The Schools of To-Morrow—by John Dewey, Published by E. P. Dutton & Co., (One third of the book is devoted to an explanation and an appreciation of the Gary plan.)

Notice to Members:

Please watch this page for notices of meetings of your branch which will be announced one week in advance. Individual post card notices have been discontinued.

IMPORTANT MEETINGS FOR BRANCH MEMBERS ON THE GARY PLAN

Yorkville Branch—In place of the usual monthly meeting, the Yorkville Branch will until further notice hold meetings every Monday morning at 11.30 to 12.30 o'clock at Mrs. Arthur DuBois' house, 901 Lexington Avenue (near 67th Street). The week's progress in the study of our schools, and the Gary system will be reported, and work for the next week planned. Every member is urged to attend.

Eleanor Dwight Jones, Chairman.

Prospect Heights Branch—The November meeting of the Prospect Heights Branch will be held at the Pratt Casino, 181 Ryerson Street, on Monday, November 22d, at 10.30 A. M. This is an important business meeting, to reelect new officers for this year, and to discuss the new League program, a study of the Gary plan in its relation to local school needs. All members are urged to attend.

Mrs. William P. Earle, Jr., Chairman.

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IS NEW YORK TO HAVE REAL GARY OR "MOCK-GARY" SCHOOLS?

Critics of Mr. Wirt's Work-Study-and Play plan declare among other things,

1) that there is a great difference between the Gary schools in Gary, and the "Gary-ized" schools which are being introduced under Mr. Wirt's supervision into New York.

2) that if the Board of Estimate were willing to provide schools like the famous Froebel and Emerson schools in Gary, that no one would raise a protesting voice.

3) that it is unfair to claim that P. S. 89, Brooklyn is a demonstration of Mr. Wirt's plan because the equipment called for by his program has not yet been supplied.

Mr. William E. Grady, principal of P. S. 64, Manhattan, (an Ettinger school) repeated these statements at the meeting held last Friday evening under the auspices of the Chelsea Branch of the Woman's Municipal League and the Chelsea Neighborhood Association. Mr. Wirt in reply said:

1) that given time, he will have introduced into the New York schools under his supervision all the features of the Gary schools, including the special vocational work, because the kind of schools in Gary are the kind of schools he believes in. It is not possible however to introduce into schools which have been running on the new basis for only a few months all the features which it has taken seven years to secure in Gary.

2) that the fiscal authorities are willing to supply money for equipment which will make New York schools fair rivals of the Gary schools.

3) that it is fair to point to P. S. 89 Brooklyn as a demonstration of the work-study-and-play school because as pointed out in his report on this school, "It illustrates the method which it will be necessary to pursue in the reorganization of nearly all the city schools. . . . While it would have been easier to make a demonstration in a better equipped school, yet the demonstration . . . is all the more valuable because of the fact that it has been made with very limited facilities, and . . . without any expenditure for additional accommodations."

Some Facts in the Story of P. S. 89, Brooklyn

The duplicate school schedule whereby Mr. Wirt reorganized P. S. 89 Brooklyn. is given in his report, and reproduced below. In studying it, please remember that before it was introduced that congestion in the school had become so intolerable that the local parents had arisen in indignant protest and demanded of the Board of Education the immediate erection of 14 portable buildings (estimated cost $35,000) to be followed by a new building or annex ($170,000).* Please remember that the conditions of which the parents with reason complained, were caused by the fact that 40 classes were trying to recite in 26 class-rooms, a small auditorium and 5 cellar rooms, that the school was open from 8.30 to 4.30 on a part time arrangement which gave 28 classes only 4 broken hours of regular class-room work, and an hour of study in the auditorium or playground, that 14 classes were reciting daily until 4.30, that when it rained and

* NOTE: Mr. Wirt estimated that this sum represents ⅓ the cost of the proposed new building which was designed to relieve 3 schools in the district, 16 class rooms of which would provide the necessary accommodation for the 16 additional classes of P. S. 89.

ll the children were required to be in the building rom 9.30 to 11.30, nine classes were forced to use he five cellar rooms at one time as study rooms.

Permanent Enriched Opportunities Instead of Temporary Buildings

Please remember that the new program was introduced practically over night, that it did away entirely vith part time, and provides just as much time for class-room work for every child in the school as under he regular schedule now in force in New York, plus he periods in the auditorium and playground as shown n the schedule, and all without costing a penny. Please remember also that the school will not remain nerely a duplicate school, but that the new annex will include a gymnasium, a swimming pool, and a branch of the public library, and that some classrooms have been changed into science laboratories, a nusic studio, drawing studios, and history and geography rooms. The annex will cost $50.000 scarcely nore than the cost of the temporary buildings demanded by the parents.

The Duplicate School Schedule

The X School (21 Classes)

	Regular Activities	Special Activities		
School Hours	Academic Instruction	General Exercises	Play and Phys. Training	Special Work
8:30- 9:20	Arithmetic Divs. 1, 2, 3			
9:20-10:10	Language Divs. 1, 2, 3			
10:10-11:00		Div. 1	Div. 3	Div. 2
11:00-12:00	Entire X School at Luncheon			
12:00- 1:00	Reading Divs 1, 2, 3			
1:00- 1:50	History & Geo. Divs. 1, 2, 3			
1:50- 2:40		Div. 3	Div. 2	Div. 1
2:40- 3:30		Div. 2	Div. 3	Div. 1
3:30- 4:30			Div. 1	

Y School (21 Classes)

	Regular Activities	Special Activities		
School Hours	Academic Instruction	General Exercises	Play and Phys. Training	Special Work
8:30- 9:20		Div. 2	Div. 3	Div. 1
9:20-10:10		Div. 3	Div. 2	Div. 1
10:10-11:00	Arithmetic Divs. 1, 2, 3			
11:00-12:00	Language Divs. 1, 2, 3			
12:00- 1:00	Entire School at Luncheon			
1:00- 1:50		Div. 1	Div. 3	Div. 2
1:50- 2:40	Reading Divs. 1, 2, 3			
2:40- 3:30	History & Geo. Divs. 1, 2, 3			
3:30- 4:30			Div. 1	

General exercises are given in the auditorium, the special activities include work in the manual training shops, the science laboratories, drawing and music studios, and the public library branch.

BRANCH MEETINGS

Yorkville—All members are invited to attend the conference on the School Survey, which is held every Monday morning from 11.30 to 12.30 at Mrs. Arthur DuBois', 901 Lexington Avenue. Members will meet for the visit to P. S. 45 at 9 A. M. Thursday, December 2, at the up-town 89th Street Third Avenue Elevated Station.

Eleanor Dwight Jones, Chairman.

Riverside—The Riverside Branch will hold its next regular meeting Thursday, December the seventh at 10.30 at the residence of Mrs. Albert Strauss, 325 West 75th Street. Mr. Reginald P. Bolton, engineer, will address the meeting on the plans of a tunnel for the New York Central tracks on Riverside. A full attendance is earnestly requested.

Mrs. Henry A. Wise Wood, Secretary.

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WOMEN AND THE CITY'S WORK

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IS THE AUDITORIUM PERIOD "MASS INSTRUCTION?"

What Educators Say and How Mr. Wirt Explains It.

The term "mass instruction" is being frequently applied to the 50 minutes spent in the auditorium each day by children in the schools being reorganized by Mr. Wirt. Prof. Paul Klapper, Assistant Professor of Education in the College of the City of New York in a recent letter to the New York Times in which he sets forth some of the doubts of the opponents of the Gary plan, and asks for suspended judgment until the plan be further evaluated, says about the auditorium period:

> "The practicability of the assembly exercises has not yet been demonstrated beyond question. In one of the Gary schools in this city there is assembled a group of children ranging from the fourth thru the eighth school year. What type of work can be undertaken regularly with such diversity of capacities and training?"

What a State Commissioner Says:

An educator of nation-wide reputation, and a practical administrator as well, Dr. David E. Snedden, Commissioner of Education of the State of Massachusetts in his "The Gary System—Its Pros and Cons for Other Cities," says on this point:

> "The system of departmental teaching, including the more recently developed feature of the use of the auditorium, permits of the development of definite types of pedagogical approach which are of the utmost importance for sound education, but which have hitherto received scant recognition. . . . .
>
> . . . . "The writer is of the opinion that it is exceedingly difficult for any one teacher so to shift her point of view that she can at one time give the children definite drill towards specific powers, and at another put herself in an attitude favorable to giving the children opportunity fully to exercise their own powers of appreciation and reception."

Mr. Wirt Explains the Auditorium Period.

Mr. Wirt's own reason for the auditorium period and his explanation of the type of work that may be taken up with a deversified group is to be found in his report on P. S. 89, Brooklyn:

> **"Anything added to the academic school program that will compel the immediate use of the academic work will help put the children into a condition favorable for teaching. You must first get children into a condition to be taught before you can succeed in teaching them. The auditorium, play and special work of the school represent as far as possible actual life conditions for the direct application of the academic instruction of the regular school hours.**

"The auditorium work supplements and motivates the school studies. Recently at Public School 89 I saw the following in an auditorium period conducted by the sixth grade English class. The children had written in their regular class room exercises compositions on the subject of "Table Manners." They were asked to write in a form suitable for dramatization. The best composition was selected for dramatization. A half dozen children represented a nurse, a maid, and four children who had been left in charge of the nurse while the father and mother were in Europe. The father and mother were due to return soon and the nurse was training the children for the homecoming A dining room table was placed upon the stage and it was set ready for dinner with dishes from the cooking room. The boy, of course, came to the table with soiled hands, and had to be sent to the lavatory. One of the children attempted to drain a glass by throwing his head back and tipping the glass over his face. He was most severely reprimanded. In a similar manner the proper use of spoons, knives and forks; the handling of soup, bread, meat, etc.; the mastication of food; proper conversation at table; all were illustrated most thoroughly. The 300 children in the audience were held spellbound. The stage is very low and the children in the audience had to stand in order to see, but there was not the slightest confusion.

"There could be no question that this exercise given by children made a much greater impression than any teacher could have created by lecturing to the children on the subject. The auditorium period served as the incentive for the class room composition exercises, provided a need for public speaking, and contributed effective instruction.

In addition, the period is used for stereopticon lectures, educational moving pictures, lectures by the children on work done by them, etc.

BRANCH MEETINGS AND STUDIES OF THE GARY PLAN.

Mr. Wirt to Speak at Heights Meeting.

A Public Meeting in Riverside.

Greenwich: The members of the Education Committee of Greenwich District Mrs. O. H. Cheney, Chairman, will hold their second meeting on Monday, December 13th, at 4 P.M. at the home of Mrs. Hodgdon, 38 West 9th Street. All members interested in this work are urged to attend.

Heights: The School Committee of the Brooklyn Heights Branch has arranged for a meeting at the Hotel Bossert, Montague and Hicks Sts., Brooklyn, (nearest subway station Borough Hall), on Tuesday, December 14th, at 4 P. M. Mr. William A. Wirt will speak on the Gary schools. He will be the only formal speaker but ample time will be allowed for questions and criticisms from the other side and for general discussion. All members of the League are cordially invited to attend.

Prospect Heights' members are cordially invited to attend this meeting.

Murray Hill: The usual monthly meeting of the Murray Hill Branch will be held at Mrs. C. M. Williams' home, 48 East 49th Street, on Wednesday, December 15th. The School Survey Committee will report on its work and a new temporary secretary for the Branch will be elected.

Riverside: Members of the Riverside Branch are invited to a meeting where the Gary and Ettinger systems will be fully presented at P. S. 93, (Amsterdam Ave. and 93rd St.) on Wednesday evening, December 8th, at 8 o'clock.

The School Committee of the Riverside Branch will meet every Friday morning at 11 o'clock to report progress upon its survey of local schools, and for general discussion, at the home of Mrs. Louis Guttmann, 252 West 85th Street.

Yorkville: All members are invited to attend the conference on the School Survey, which is held every Monday morning from 11.30 to 12.30 at Mrs. Arthur Du Bois, 901 Lexington Avenue.

The Committee on Streets will arrange for a party of 20 to inspect the incinerating plant on Barren Island, Friday, December 10th. All desiring to join, please communicate with the chairman, Mrs. Julius Henry Cohen.

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ARE YOU ALARMED BY THE "RELIGIOUS FEATURE" OF THE GARY PLAN?

No feature of the work-study-and-play schools which Mr. Wirt is introducing into New York is being more misunderstood nor more misrepresented than the so-called "religious feature." Those who do not understand the plan are declaring that "religion is being introduced into the schools", that "children are being excused from regular school periods to go to churches for religious instruction". Those who do understand the plan declare nevertheless that the feature is dangerous because it will foster 'creed consciousness' among school children, and serve as an opening wedge for religious instruction in the school. Many people led astray by scarehead headlines in the press or hysterical statements made by the uninformed or the misinformed, have come to believe that the religious feature is an integral part of the Gary plan, and because they are afraid of this one feature they have condemned the work-study-and-play school plan itself.

It is worth remembering Mr. Wirt's testimony at the meeting in Synod Hall on October 22d:

No Sectarianism in Gary Schools.

"Every church in Gary is giving religious instruction to children in the extra hours which are not used in the classroom. The children have come to regard it in a very matter-of-fact way as a regular part of their daily lives. They would be surprised to learn that there were children in other cities who had no religious instruction on week-days.

"**I have not been able to find the slightest mark of sectarianism on any of the children** or the least trace of ill feeling between the churches over the question of education.

There is not in the religious instruction they receive daily at the various churches any teaching apt to produce such results. **They are not taught much about creeds or the differences between denominations.**

"I do not say that a religious teacher could not get them excited over the differences between churches, but I cannot imagine a church employing such a teacher. I cannot see that it is a strong argument against a good thing to say that it might be done badly. It is our business to see that it is done well."—(*The N. Y. Times, October 23.*)

The Responsibility rests with the Parents.

The following points presented by Mrs. Alice Barrows Fernandez in the Tribune on October 28th should be remembered by everyone:

"Under the Gary plan no children are excused from regular school periods to take religious instruction outside of the school or to engage in any other activity outside of the school.

"If parents so desire, children may be excused for one hour a day from library, play or auditorium periods to attend religious instruction outside the school, or to take private music lessons, or to engage in some other outside activity which their parents think would benefit them.

"No child may be excused even from library, play or auditorium for religious instruction outside the school or any other outside activity if their parents do not so desire. The responsibility rests with the parents. The thing that is apparently not understood is that under the present system thousands of children are receiving religious instruction outside of school, but they are all receiving it from 3 to 6 P.M. (In over-crowded schools where the Ettinger part time schedule is in force, many children are going to churches for religious instruction before and after school—see Tribune for December 6th.) The Gary plan simply makes it possible for children to go to churches for religious training on the way to school in the morning, on the way home to lunch, after lunch on the way back to school, or after school."

As for charges of proselytizing which have been played up in the press, Mrs. Fernandez says: "No doubt that happened. But it is a well-known fact that in all large cities proselytizing is going on in public school buildings. No publicity is given to this. The Gary plan makes open provision for allowing children to attend church buildings for religious instruction outside school hours. Under these conditions any attempt to proselytize is immediately known throughout the community and can be checked at once."

Mr. Wirt's Explanation.

The following points made by Mr. Wirt in his letter to Commissioner Barondess which was reprinted by Mrs. Dorr in the Evening Mail of Nov. 4th are noteworthy:

"The work-study-and-play schools were operated for 12 years in Gary before religious organizations availed themselves of the opportunity to secure children for week-day religious instruction. **Religious instruction is in no way an essential feature* of the work-study-and-play schools.**

"The essential features of the work-study-and-play schools are to secure sufficient play facilities, library facilities, music, art and manual training facilities which added to the facilities for study will keep the children wholesomely busy all day long, working, studying and playing under right conditions. . .

. . . **The time for play and special activities should be taken from the wasted street life of the child and not from the five hour school day.**

. . . "Many parents need their children in the home or at work before and after school periods. Private teachers of music wish to meet their pupils before and after school. Many parents wish their children to go for religious instruction before and after school. . . .

. . . **"If some parents send their children to institutions for religious instruction on the way to school and on the way home from school just as other parents send their children for the same purpose on the way home from school at 3.30, I do not see how you can deny them this privilege. But the school should not associate itself in any way with an institution for supervising or directing this religious instruction.**

Mr. Wirt Speaks this Week at Important Meetings on the Gary Plan.

Three are in Brooklyn.

Wednesday: Manual Training High School, Seventh Ave. and 4th St. (Subway to Atlantic Ave., then Flatbush-Seventh Ave. car.) 8 P. M. Brooklyn Board of Trade.

Thursday: Hudson Theatre; League for the Political Education of Women; 11 A. M.

Thursday: P. S. 6, Brooklyn, Smith and Baltic Sts. (Subway to Borough Hall; Smith St. car to Warren St.) Old South Brooklyn Civic League

Friday: Brooklyn Institute, Academy of Music Bldg. (Subway to Atlantic Avenue, short walk to St. Felix St.) 8 P. M.

Sunday: P. S. 101, Manhattan, 111th St. and Lenox Ave. 8 P. M. Speakers: Dr. Wile, Mrs. Fernandez, and Mr. William Grady.

NOTE—It has not for example been introduced into P. S. 89, Brooklyn, a "Gary" school.

Important to All Members.

As there seems to be some misunderstanding in regard to the possibility of financing the League on the basis of a uniform $2 membership, it is necessary to have it clearly understood that, as the League has 1600 members, if the rate of dues was $2 the income would be only $3,200. The budget this year calls for $5,064.75.

It is obvious therefore that the League is able to continue its activities only because some members pay dues from $5 to $25 and make donations in addition. The Board of Directors has decided that the work of the League for the present should be concentrated upon a study of the proposed reorganization of the city schools. An appropriation has been made for the Education Committee, as well as for the Legislative and Streets Committees. It is planned to conduct a Spring campaign for Public Health. All of these committees are being financed by the League and call for no expenditure on the part of the districts.

Flatbush Branch: Any member who desires to make a study of the Gary Plan is asked to send in her name to Mrs. Edgar S. Shumway, 472 E. 18th St., Brooklyn.

Riverside: The Friday morning meetings of the School Committee will be discontinued until after the holidays. Members wishing to begin the survey of neighborhood resources for child welfare are urged to consult with Miss deLima at League headquarters.

Yorkville: The School Committee will meet as usual on Monday, December 20th from 11.30 to 12.30 o'clock at Mrs. Arthur DuBois', 901 Lexington Ave., but there will be no meeting on December 27th.

Legislative Committee: All members interested in legislation are urged to send their names to the Secretary or to League headquarters. Bills introduced are discussed at weekly meetings, held every Monday at 10.30 at the League. This study of proposed legislation with its necessary reference to existing laws and conditions has given the members of the Committee an understanding of public affairs not easily attainable elsewhere.

Rosalie Loew Whitney, Chairman.

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FEB 21 1916

HOW MANY TREES WILL YOUR STREET EARN?

Every member of the Woman's Municipal League and every householder in the city will be interested in the novel suggestion contained in the report of the Committee on Streets and Transit of the League to the Central Council last Wednesday:

"The Committee on Streets and Transit has decided to take up one street in each district and try to make it a model street. A paid inspector, employed by the Committee, has already begun on East 79th Street to visit the janitors in order to interest them in keeping their garbage cans covered, not to overfill the cans, and to sweep their sidewalks. It has been suggested that the house keeping its walk the tidiest should receive a tree as a reward of merit,—either a large tree planted permanently in front of the house, or a small boxwood tree for the front door. We think that a street which has been beautified is likely to be kept more cleanly. The Department of Parks and the Department of Street Cleaning are both very much interested in the scheme, and both wish to cooperate with us. The Park Department has no money to plant trees and the League must therefore raise the money for this purpose.

The Committees on Streets and Transit of all branches are visiting the dumps in their districts, and will report conditions. The Dock Department reports that the dumps at 79th street in Riverside Park is to be transferred to below 72d Street when the New York Central tracks are moved.

Various complaints have been received by the Committee during the month and promptly reported to the proper city authorities for action.

These include: holes in the road bed and the tearing up of streets soon after being repaired; failure to remove snow at near side stops of cars; delayed snow removal from markets; the need of more sand boxes for slippery pavements thruout the city; expectorating from the tops of busses and busses racing with each other.

The Committee again invites all members to send in complaints or suggestions.

Making New York the Best Place for Rearing Children.

"Enough money is being spent on child welfare agencies to make New York City the best place for rearing children." This statement has frequently been made by Mr. William Wirt in his public addresses and reports. The reason, he says for New York's appallingly over-crowded schools, insufficient playgrounds, swarming streets, and all the attendant evils is because we have failed to 'mobilize' all the child welfare resources of the city so that each is used to its maximum capacity 100% of the time.

The Woman's Municipal League is trying to find out in several districts of the city just how great and how many are the child welfare resources, and how far they may be 'mobilized.' The study includes a survey of churches, settlements, libraries, parks, etc. as well as schools. The Yorkville Branch of the League is making a particularly suggestive study of what child welfare work is being done by the churches of that district. The letter and blank which was sent to each pastor of the neighborhood may prove of interest to members in other districts who are planning the same kind of survey.

More Money for Church Property than for Schools

In using the blank, remember that much more money is invested in church property

and property under ecclesiastical control than in public schools in New York City. The latest tax exemption figures show that $284,-049,791 is invested in such property whereas according to the Auditor of the Department of Education, $149,047,597 is invested in New York City's school sites, buildings and equipment. Everyone knows also how much more extensively schools are used than churches. Mr. Wirt has figured that the schools reach the children on an average throughout the 365 days of the year only two and a half hours per day. **All other child welfare agencies** in the city, including the church, the settlement, the Sunday school, the library, the Boy Scout organization, etc., **fail to reach the children more than an average of 10 minutes a day thruout the year.** "The street and the alley have at least five hours a day. The street offers the major and the school the minor courses. The street is a most efficient school for educating children in the wrong direction."

What Yorkville is Asking Pastors.

Here is the letter and blank used by the Yorkville Branch:

My dear———:

In view of the proposal to introduce the Gary Plan into the public schools of this city, and to work out a plan of cooperation between the churches and the schools, whereby children may, if their parents desire it, have religious instruction in their own faith, on their way to or from school, the Woman's Municipal League is seeking information in regard to the work of the churches for children. We should be most grateful therefore, if you will kindly fill in the enclosed form.

Thanking you for your courtesy, we remain

Yours very sincerely,

ELEANOR DWIGHT JONES, *Chairman*
Yorkville Branch of the
Woman's Municipal League.

Blank used:

	Classes for religious instruction?	Sewing or other manual training?	Gymnastics or recreation?	Civics?
1. How many children are registered November, 1915 in				
2. What is the average weekly attendance in				
3. How many hours a week are, on the average, occupied by the meetings of each of the				

4. How many hours each week are the class rooms (or room) in use?.....

5. How many children at a time could your classroom accommodate?.....

(*Signed*).....

Branch and Committee Meetings.

Riverside: A meeting of the Riverside Branch School Committee will be held at the home of the Chairman, Mrs. Louis Guttman, 252 West 85th Street, on Friday, January 7th at 11 o'clock.

Yorkville: There will be no meeting of the School Committee on Monday, December 27th. The Committee will however meet as usual the following Monday, January 3rd at the home of Mrs. Arthur Du Bois, 901 Lexington Avenue, from 11.30 to 12.30 A.M.

Health Committee: There will be a meeting of the Health Committee of the League at headquarters 42 West 39th Street, at 11 A.M. next Monday December 27th.

Mrs. Thomas R. French, Chairman

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Mun. ref.

WOMEN AND THE CITY'S WORK

Published Weekly by the
WOMAN'S MUNICIPAL LEAGUE OF THE CITY OF NEW YORK
MRS. HENRY A. STIMSON, *President*
42 West 39th Street, New York City

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FEB 2 1916

NON-PARTISAN STUDY OF CITY SCHOOLS BY LEAGUE MEMBERS PRAISED BY SCHOOL EDITOR OF THE NEW YORK EVENING MAIL.

'Committee in Each Branch of Organization Visits Schools—Campaign of Education for Parents—School Survey."

By RHETA CHILDE DORR.

"There is at least one group of people in New York city which will have an intelligent and informed opinion of the work-study-and-play system of school administration. The Woman's Municipal League, with a membership of 1,600, of which Mrs. Henry A. Stimson is president, this year decided to concentrate its work in two departments of service—public health and public education.

"The league decided further to concentrate by limiting its work to one problem in each field. The educational problem which it adopted is the proposed reorganization of the public schools after the Gary plan. According to a statement issued early in the fall, the signal opportunity which was presented to the league was the education of its members and the general public as to the details of the reorganization of schools along the lines suggested by William Wirt, of Gary, Ind., and by Dr. William Ettinger, associate superintendent of schools in New York. . . .

No Stand Taken For or Against Gary Plan.

"No definite stand either for or against the Wirt or tl Ettinger plan has been taken. Information was the sole obje sought, and to this end about one hundred women formed school visiting committee.

"Before the members could get a really in telligent idea of the proposed changes in th city schools it was held that they would hav to understand exactly what the schools wer offering at the present time. Before they coul understand the nature of the changes propose they would have to study the schools wher experimentation was in progress.

"As the Wirt auditorium period, for exam ple, could not be understood, the committe would have to send representatives to cit schools where children stay in one room al day, and afterward to schools where the audi torium feature has been adopted.

Before they can decide about the wor feature of the Gary plan, it is necessary fo them to know what the work feature is of th present New York schools.

Weekly Bulletin Helpful.

"The league issues a weekly bulletin whic is sent to each of its 1,600 members, to mem bers of the Board of Education and to man others who have the welfare of New Yor children at heart. . . .

"Great service has already been done by th league in publishing a list of experts who wi address meetings both for and against the Gar plan, and in widely advertising meetings a which the plan is to be discussed and in orga nizing such meetings.

"In several bulletins opinions of educationa authorities on the work-study-and-play schools have been epitomized. Full lists o

ooks, pamphlets, reports and magazine arti-
les on the plan have been given. Results of
ne school committees' observations of the
uditorium period, the religious and other
:atures have been candidly stated. . . .

School Survey Under Way.

"The largest work undertaken by the league
a systematic survey of the entire school sys-
:m as at present constituted. Through the
ourtesy of the board of superintendents a
ırvey blank* is being circulated through all
ie elementary schools of the city to be filled
ıt by the principals. This blank, which was
-epared after conference with educational
ıthorities, gives the age of the school build-
g, the number of classes and the school
opulation. The number on part time is given.
The complete building equipment is to be
ated, whether or not an auditorium is pro-
ded, the number of shops and their char-
:ter, cooking rooms, gymnasium, kinder-
ırten, playground. All special activities are
be listed and the amount of time devoted to
ıditorium, playground, workshops and class-
om work.

"Inquiry is made into all the cooperating
ıild welfare agencies in each school neighbor-
ood, activities of the children out of school
ours, and lastly a complete weekly schedule
ith the number of minutes spent by each
ade in each subject.

"The Woman's Municipal League is performing a service ich cannot be too highly commended. The school survey is every way worthy of an organization founded by one of the atest New York women, Josephine Shaw Lowell.

—*New York Evening Mail, Dec. 22, 1915.*

*For copies of the blank which thru the courtesy of Supt. allow will be filled out by school principals address Miss Lima at 42 West 39th Street.

It is proposed in coming issues of the Bulletin t describe in detail the work of each branch of th League in studying the schools of its district. Scho officials say that the general public has little idea what the schools are doing. Supt. Edson of th Board of Superintendents believes that the multi sided activities of America's greatest school syste should be set forth in graphic form at the time of th convention of the National Education Association i New York next July. **Is it not possible that because of th winter's work the Woman's Municipal League may be able contribute materially towards such an exhibit?**

Branch and Committee Meetings.

Legislative Committee: First meeting, January 10t League headquarters, 10.30 A. M.

Flatbush Branch: The December meeting will omitted.

Heights Branch: Members are urged to visit P. S. York & Bridge Streets, Brooklyn, where t foreign born child is well grounded in t 3 R's; P. S. 5, Tillary & Bridge Streets where t Ettinger plan of pre-vocational training is und operation; and P. S. 89, East 31st Street Newkirk Avenue which has been reorganized Mr. Wirt. For information about schools, app to Miss Mary M. Orr, 200 Hicks Street, Thur days, 2.30 to 3.30 P. M.

Riverside Branch: The Riverside Branch will hold first meeting of the new year, Tuesday, Janua 4th, 1916, at 10.30 A. M., at the residence of M A. L. White, 18 West 69th Street. Stereoptic views of Park Streets and window gardens w be shown.

Mrs. Henry A. Wise Wood, Cor. Sec.

Yorkville Branch: Every member is urged to attend important meeting to be held Monday, Jan. 10t at 11.30 A. M., at Mrs. Arthur Du Bois', 9 Lexington Ave. At this meeting arrangemen will be made for a meeting at P. S. 53, whe Mr. Wirt will speak on January 20th. No mee ing January 3rd.

.06 Thomas
W

WOMEN AND THE CITY'S WORK

Published Weekly by the
WOMAN'S MUNICIPAL LEAGUE OF THE CITY OF NEW YORK
MRS. HENRY A. STIMSON, - *President*
42 West 39th Street, New York City

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HOW A NEW YORK CITY ASSOCIATE SUPERINTENDENT "EVALUATES" THE GARY PLAN IN P. S. 89.

Finds Academic Work Above Average—Attendance Higher Than Before Organization—Health, Progress and General Welfare of Pupils Distinctly Advanced—Agrees with Pres. Churchill that "Adoption of Idea Practicable Anywhere" and "Highly Desirable."

Associate Superintendent William McAndrew has issued a report upon his first hand study of the Gary plan as found in P. S. 89, Brooklyn. The Woman's Municipal League has taken no stand either for or against the system and has been much impressed by the demand that the plan be evaluated before being further extended. For this reason the opinion of one of the ablest and most progressive educators in New York's school system about a "Gary-ized" school in this city is of particular interest.

Dr. McAndrew begins by praising the enriched character of the school exercises :

School Exercises Enriched :

"These comprised the regular subjects covered in the official syllabuses plus more out-door supervised play, shop-work, domestic teaching, gardening and

assembly exercises than the school had before reorganization. This is, in the opinion of all whom I consulted and as observed by me, a decided advantage over the condition of the school before. . . . The absence of sufficient shops and of a covered playground space forbids the adequate demonstration of the complete 'work-play-study' scheme in this school. The industrial training which is an important part of the system advocated by Mr. Wirt has had no adequate development in this school.

Auditorium Period of High Educational Value:

. . . "I have seen four auditorium exercises . . . spelling matches, pupils' description of stereopticon pictures, dramatization, music, calisthenics were the features I saw. . . . This feature of the work-play-study system . . . is capable of introducing into day school education elements of high educational value. . . .

Play Periods Aid to Good Health:

"The extended use of out-door play is well provided in P. S. 89. . . . Its good effect on the health of the children and teachers is inevitable."

Pupil Assistants Learn While They Help:

"The educative value (of pupils assisting as squad captains in playgrounds, in assembly as attendance secretaries, inspecting halls for litter, managing lunch rooms, etc.) is apparent. No omissions of class work for this help service.

Special Teachers Commended:

As for departmental teaching below the 7th year "these classes have one regular teacher for four or more academic periods. The special work is drawing, music, sewing, gardening, library, cooking, shop . . . The use of the specially trained teacher for the special subjects, an adjustment which the President of the Board recommended, has been effected herewith with good results and is pleasing to teachers and pupils.

ttendance Improved:

. . . . "The percent of enrolled pupils attending has een higher than before reorganization . . . . For the ld organization the percent was 87, for the new, the ercent has been 90.

cademic Standing Above Average:

After showing that the total number of minutes per eek for regular classroom work in P.S. 89 is 10,200 s compared with only 9,870 for an ordinary New York chool, Dr. McAndrew reports upon his evaluation of ne proficiency of P.S. 89 pupils and of children in a eighboring school.

"The number of inattentive listless children notably icking in self control in P.S. 89 was 2 9/10%; in the ther school 17 5/10% . . . . A test of 962 pupils of the raduating class in various Brooklyn schools includ- ig P.S. 89 in addition, multiplication and fractions, ercent right 66%. P.S. 89, percent right 84%.

Spelling 20 words each grade Russell Sage Foun- ation list, not previously taught by either school:

Grade	Percent right P. S. 89	Percent right Another Brooklyn School
2 B	64%	33%
3 B	62%	56%
4 B	67%	59%
5 B	81%	61%
6 B	78%	73%
7 B	89%	no test
8 B	80%	75%

"I examined classes in geography, history, Eng- ish, music and reading. My notes June 8th are:

Penmanship—Above average.

English—Memorizing good; definitions, excellent; se of words in sentences, excellent; reading, very ood; parts of speech, excellent.

History—Inventions, tariff, civil war, railroads, ery good.

Music—Sight reading, individual singing, two pu- ils carrying different parts, excellent.

Geography—European countries and cities, industries, very good; land and water forms, definitions, excellent.

"The results of these examinations were above the average of results observed in other schools visited.

. . .

Develop the Plan Fully.

"I should like to see the work-play-study system fully developed, believing with President Churchill that 'the adoption of this idea anywhere is practicable. That it is highly desirable goes without saying.' It is not complete in P. S. 89, but is as extensive as the present building will allow. I can find no one who fails to see that the children are better off since reorganization of this school than before, or who is not impressed by the able manner in which the principal and teachers have adjusted themselves to a new arrangement. It is running with commendable smoothness. The progress and welfare of the pupils have been distinctly advanced."

—*William McAndrew.*

Branch and Committee Meetings.

Legislative Committee: First meeting January 10th League headquarters, 10.30 A. M.

Committee on Streets and Transit: Regular monthly meeting, Thursday, January 6th, at 11 A. M., a League headquarters. All League members are invited to attend, and to send in complaints o suggestions.

Mrs. Julius Henry Cohen, Chairman.

Riverside Branch: The School Committee of th Riverside Branch will meet at the home of Mrs Louis Guttman, Chairman, 252 West 85th Street on Thursday, January 6th, at 11 A. M.

Yorkville Branch: Every member is urged to atten an important meeting of the School Committe to be held at Mrs. Arthur Du Bois's, 901 Lexing ton Ave. on Monday, January 10th, at 11.30 A.M when arrangements will be made for a publi meeting at P. S. 53 for the discussion of th Gary School System.

WOMEN AND THE CITY'S WORK

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MRS. HENRY A. STIMSON, - *President*
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COMMUNITY SERVICE OTHER THAN SCHOOL WORK BEING DONE BY THE WOMAN'S MUNICIPAL LEAGUE.

The Woman's Municipal League voted this year to concentrate its efforts along two lines of public service—namely, public education and public health. Because of the school crisis in New York, the League has been devoting its major efforts in becoming informed about the Gary and Ettinger plans, in issuing bulletins on these plans and in making local school surveys in several districts of the city. This non-partisan study of the schools was described in bulletin No. 7 of this series, which was based on an article by Mrs. Rheta Childe Dorr in the Evening Mail of December 21st.

Other Lines of Service.

The League has also been active in many lines of public service besides education work. The health program for this year will be described in full in a coming issue of the Bulletin.

The Year Book of the Woman's Municipal League for 1915 will be published in a few weeks and will contain full reports of community work done by the several branches and committees of the League. A partial resumé of reports already received is given below:

Health Committee—(Mrs. Thomas R. French, Chairman.)

1. Was instrumental in getting thirty moving theatres to show health reels, which were supplied by the Bureau of Public Health

Education of the city health department. The Chelsea, Yorkville, Greenwich and Riverside branches of the League gave special help.

2. Has sent letters to Gov. Fielder in reference to the intolerable smoke and gas nuisance for which New Jersey factories on the North River have been for so long responsible.

3. Has worked incessantly to abate the black smoke nuisance from harbor tugs as well as city buildings.

4. Has taken action against the public nuisance of spitting from the tops of Fifth Avenue busses.

Courts Committee—(Mrs. Louis Dean Speir, Chairman.)

1. Investigated the troublesome question of the number of women probation officers needed in the City Magistrates' Courts and commended the reduction of such women probation officers to a number proportionate to that of women offenders.

2. Investigated the methods provided by the city for the care of the habitual drunkards who daily pass through the city courts. Has also visited the farm in Warwick, N. Y., run by the Board of Inebriety for habitual drunkards and drug users.

3. Has cooperated with the Domestic Relations Court in its efforts to adjust matrimonial troubles, visited cases for chief probation officers, etc.

Ice Water Fountains Committee—(Mrs. Lillian G. Cook, Chairman.)

Operated twenty-one fountains in as many different sections of the city at a total cost of $1600. That the work is being appreciated in the neighborhoods where the fountains have been located is shown by the fact that one neighborhood which in former years had given such trouble as almost to cause the abandon-

ıent of the site, this year met the expense of epairing the fountains, etc.

'aring Juvenile Citizens League—(Miss Marion Peters, Chairman.)

1. Operated sixteen posts or clubs where bout 500 children have been organized in itizenship league for learning civics and pracsing civics by reporting violations, keeping eighborhoods clean, obeying health laws, etc.
2. Held 252 meetings for study and discuson of civic matters, and parliamentary proedure.
3. Held four general meetings of all posts 'ith speakers from departments of health, fire, ducation and streets.
4. Received and turned over to proper city uthorities 2500 reports by children of violaons of city ordinances.
5. Arranged city excursions for clubs to ity buildings, national monuments, factories, arks and playgrounds, etc.
6. One post published a magazine. Two ave entertainments to raise money to connue their work.
7. Carried on active gymnasium at the posts.

Other Reports.

The work of the Committee on Streets and 'ransit was described in part in Bulletin No. 6; ıe Committee on Legislation which reads and iscusses the daily summaries of bills introuced in the Legislature each year, and takes ction when necessary, has begun active work or this session. As reports are received from ıe various branches about local work, they 'ill be printed in the bulletin.

rison Reform Exhibit: The Woman's Municipal League has been assigned a special afternoon at the Prison Reform Exhibit which is being held by the Joint Committee on Prison Reform at the

Sage Foundation Building, 130 East 22nd Street

A full attendance is urged so that the Leagu may be adequately represented in this most im portant matter. **The date is Thursday, Januar 20th.** Mrs. Louis Dean Speir, Chairman of th Courts Committee and a committee of ladie from the Joint Committee will preside. Ther will be an address by Mr. Hastings Hart of th Sage Foundation at 3 P.M. in the assembly hal of the Charities Building, 105 East 22nd Street Members of the League are asked to visit th exhibit in the Sage Foundation Building befor the address is given.

BRANCH AND COMMITTEE MEETINGS

Chelsea: The regular meeting of this Branch will b held at Miss Wood's, 457 West 23rd Street, o Thursday, January 13th, at 4 P.M. Please re member that the meetings are on the secon Thursday of each month. Look in the Bulleti of the day before for the address.

Mary Watts Chaplin, Secretary.

Greenwich: There will be a meeting of the Educa tion Committee, Mrs. O. H. Cheney, Chairman at the home of Mrs. George Ethridge, 27 Fift Avenue, on Thursday, January 27th at four o'clock This will be a very important meeting. Pleas mark the date on your calendar.

Prospect Heights: There will be a meeting of thi Branch on Monday, January 17, at 10.30 A. M. at Pratt Casino, 181 Ryerson Street, Brooklyn Mrs. Alice Barrows Fernandez will speak on th Gary plan.

Riverside: The School Committee meets ever Thursday at 11 o'clock at the home of th Chairman, Mrs. Louis Guttman, 252 West 85t Street.

Yorkville: A public meeting at which both sides o the Gary plan will be discussed will be held a the Community Center at P.S. 53, 80th St. nea 3rd Ave. on Thursday evening, January 20th, a 8 P.M. The meeting will be held under th auspices of the Community Center, local settle ments and the Woman's Municipal League All members of the League are urged to attend

Members of the School Committee are urge to attend an important meeting Monday, Janu ary 17th, at 11.30 A. M., at Mrs. DuBois's, 90 Lexington Avenue.

W
VOMEN AND THE CITY'S WORK

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NOTABLE ACHIEVEMENTS IN ECONOMY AND EFFICIENCY OF THE PRESENT CITY ADMINISTRATION.

Mayor Mitchel in his address to the newly lected Board of Aldermen on January 10th eviewed briefly the work of the first two years f the present city administration, particularly he achievements in the fields of economy and fficiency. These included:

As to Budget Making.

The budget of 1915 lowered the cost of city government, and gave greater service to the people.

There are thirty city departments directly under the Mayor's control. Their appropriations for 1915 were lower by 2.1% than in 1914. During the eight years preceding there had been a constant **increase.** From 1906 to 1910 it averaged 9.2% per annum; from 1910 to 1914, 2.7%.

By "drastic economy," by the Comptroller's careful scrutiny of the city's various sinking funds, and by other radical measures, the total budget for 1915 was kept from exceeding that of 1914 by only six millions instead of from fourteen to fifteen millions.

This "drastic economy" was followed in making up the 1916 budget. The Sub-Committee of the Board of Estimate examined and passed upon every item of every request for funds. The entire Board of Estimate spent whole days and nights in the most detailed study of department needs.

In this 1916 budget, the appropriations for the Mayor's departments were reduced by 2.2%—a decrease of a million and a half dollars below the 1915 figures.

September 1914 saw the inauguration of the wholesome policy of "pay-as-you-go. "This,"

the Mayor says, "provides for a plan by which an increasing portion of the cost of permanent improvements of the non-revenue producing class is to be defrayed from the tax budget, until in 1918 the entire cost will be so defrayed. This decreases the now enormous interest burden. Every dollar borrowed on a 50 year 4½% bond costs before final repayment $2.69."

The 1916 budget for city and county purposes is less than for 1915. The direct state tax however added practically fourteen million dollars to the budget.

Checking the Mounting City Debt:

The record of corporate stock authorizations is an "even more striking example" of this administration's economy. These are the figures for preceding administrations and the present one:—

McClellan administration,	$102,417,114.63
Gaynor administration,	87,951,998.46
Present administration,	
1914	14,594,670.48
1915	12,317,887.87

"The Board and the public should bear in mind that the city is carrying to completion at this time two of the largest municipal undertakings in the history of the world. The great Catskill water supply system, costing to date $130,000,000 and the new dual subway system involving an outlay of approximately $162,000,000 of city funds are city enterprises of unparalleled magnitude."

Helpful Cooperation of the Board of Aldermen: The Board has not only been of great assistance in financial matters, but has also accomplished the greatest volume of legislative work in years. Since 1914, it has completed the revision and codification of the ordinances of the city, and revised the building code, adopting all but one of the sections thereof.

Should Home Rule Come, several reorganizations should be made for purposes of greater economy and efficiency. Among these are the establishment of a centralized Hospital Department, and the creation of a department to care for the physical up-keep and maintenance of the city's plant and equipment and the consolidation of certain of the county offices."

Twelve Conferences on the "People's Business."

Note the Dates.

The Woman's Municipal League is planning a series of twelve conferences with city officials

on the "People's Business" to the end that the membership may become authoritatively informed as to what the present city administration is trying to do, and what remains to be done.

These conferences will take place every Thursday afternoon at the headquarters of the League, 42 West 39th Street, at four o'clock. Mr. Henry Bruère, City Chamberlain, will open the series on January 27th. The February talks will all be upon some phase of public health, the League having voted to concentrate this year upon public health and public education. The first five conferences are the following:

January 27th—The City—At the Greater Service of its People. Henry Bruère, City Chamberlain.

February 3d—A Preventive Health Program for New York City.
Dr. Haven Emerson, Commissioner of Health.

February 10th—Some Inside History of the Patent Medicine Swindle.
Dr. O. M. Leiser, Bureau of Public Health Education, Department of Health.

February 17th—Supervising the Food of Five Million People.
Dr. Lucius P. Brown, Bureau of Food and Drugs, Department of Health.

February 24th—"Safety First" for Industrial Workers. Dr. Louis I. Harris.

The March program, which will include such speakers as Police Commissioner Woods, Commissioner of Corrections, Mr. Lewis, and Dr. William H. Allen of the Institute of Public Service, will be announced in a later bulletin, some adjustment of dates being necessary.

A Series of Exhibits on Public Health.

The health program of the League will include a series of educational exhibits to be displayed at headquarters for a week or two at a time. Arrangements have already been made with cooperating organizations to have the

following charts and diagrams at 42 West 39th Street on these dates:

At present and until further notice—Charts and photographs showing work of the New York Association for the Blind.

January 21st-31st—Exhibit from the New York City Health Department on patent medicine frauds.

January 24th-31st—Ten panels on the High Cost of Child Labor. (National Child Labor Committee.)

February 1st-15th—Exhibit on the Dangers of Wood Alcohol. (New York Committee for the Prevention of Blindness.)

Other exhibits will be arranged on "Safety First," "Pure Foods," "Clean Milk," etc., etc.

BRANCH AND COMMITTEE MEETINGS.

Prison Reform Exhibit:—The date of the special day set aside for the Woman's Municipal League at the Prison Reform exhibit has been changed to **Friday afternoon, January 21st.** There will be an address by Mr. Hastings Hart of the Sage Foundation at 3.45 P. M. in the assembly hall of the Charities Building, 105 East 22d St. Members of the League are asked to visit the exhibit in the Sage Foundation Building, 130 East 22d Street before the address.

Legislative Committee:—Every Monday at 10.30 A. M., at League headquarters.

Heights Branch:—Next meeting, January 26th, at the residence of Miss Lilla H. Merritt, 25 Grace Court, at 11 A.M. Executive Committee meeting at 10.15.

Mrs. Stuart H. Rushmore, Cor. Secretary.

Yorkville Branch: A public meeting at which both sides of the Gary plan will be discussed will be held at the Community Center at P.S. 53, 80th St. near Third Avenue, on Thursday evening January 20th at 8 P.M. The meeting will be held under the auspices of the Woman's Municipal League and local organizations. All members of the League are urged to attend.

Where Mr. Wirt Will Speak This Week.

Wednesday, January 19th, 8.30 P.M. at P.S. 46, 156th Street and St. Nicholas Avenue.

Thursday, January 20th, 8 P.M., P.S. 152, Avenue C & East 23d St., Brooklyn.

Friday, January 21st, 2.30 P.M., Mothers' Council, Hotel Manhattan.

WOMEN AND THE CITY'S WORK

Vol. I.
No. 12

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1916

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"THE CITY—AT THE GREATER SERVICE OF ITS PEOPLE."

Address by Henry Bruère on January 27th, at 4 P. M., at 42 West 39th Street.

To Members: Please make this conference a success. Come yourselves and bring non-members with you. The League exists for greater service to the city.

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FEB 2 1916

Members of the Woman's Municipal League and all readers of the Bulletin are reminded of the conferences on the "People's Business" which will take place every Thursday afternoon at the headquarters of the League, 42 West 39th Street, at four o'clock. The first of these conferences will be on Thursday of this week, January 27th, when Mr. Henry Bruère, City Chamberlain, will talk upon the many administrative reforms effected by the present city government, which have resulted in greater service to the people.

What Are the Main Arguments Against the Gary Plan?

The following presentation of the main arguments against the Gary plan was first set forth in the *Independent* and then reprinted in the *Bulletin of the Brooklyn Institute of Arts and Sciences*, to whom we are indebted for it. The affirmative side will be printed in a later issue of this bulletin.

Argument for the Negative.

A. That the Gary school plan would remedy the evils in our city school systems to the extent that its adherents claim is to be questioned.

1. The savings in the cost of buildings and equipment may be at the expense of efficiency and the pupil's well-being.

2. That the Gary plan in our large city school systems would relieve the part-time evil and reduce the teaching force has not been proved by experience.

3. There is serious doubt as to the value of the vocational training offered by setting younger children to learn from watching the older ones and intrusting the instruction in the trades to workmen hired primarily to keep the buildings in repair.

B. There are serious disadvantages in the plan.

1. By being allowed to develop along the lines easiest and most pleasant, pupils fail to acquire the power of concentration and application.

2. The tendency is to put the utilitarian ideal ahead of real scholarship.

3. The system of double schools would bring many of the serious studies in the afternoon when the line of fatigue is the strongest, and the lengthening of the school day increases the strain on the teacher.

4. The system of departmental teaching with the lack of special supervision would necessitate a well-balanced force of specially trained teachers which it would be difficult for the average city school to secure. The results at Gary show unevenness in the teaching force.

C. Many other objections have been urged against the plan.

1. It is affirmed that the feature of religious instruction would tend to introduce sectarianism into the schools, to divide the children according to their religious affiliations, and might be utilized for the purposes of proselytism.

2. Fault is found with the practice of associating the children of several grades together in the auditorium exercises because of the difference in the ages of the children.

3. The scheme of having the school co-operate with the other welfare agencies of the community is not always practicable. Many of these agencies cannot co-operate for lack of funds.

D. The results of the plan in the Gary schools have not convinced many educators that it would succeed in other cities.

1. Conditions in Gary are so different from those in most cities. No old buildings or special school traditions existed to hamper the success of the plan.

2. Many educators and school experts who have visited the system have not been wholly favorably impressed by it, and few other cities have adopted it. The general opinion is that the plan is still in the experimental stage.

3. The plan has not been tried in any other city a sufficiently long time to test its value.

BRANCH AND COMMITTEE MEETINGS.

Education Committee: There will be a very important meeting of the Education Committee of the Woman's Municipal League on Monday afternoon, January 31st, at three o'clock at League headquarters. At this meeting the reports of the school work of all the branches of the League will be presented. After the reports, there will be an address by Mrs. Alice Barrows Fernandez, followed by general discussion. **All members of the League who are interested in schools are urged to attend this meeting.**

The Waring Juvenile Citizens' League Committee will hold its regular monthly meeting on Wednesday, January 26th at 4 P. M. at 340 West 57th St.

Flatbush Branch will hold a very important meeting on Wednesday, February 2d at 3 P.M. at the home of Mrs. Driggs, 726 Ocean Avenue. Every member is asked to be present.

Greenwich: The final report of the Education Committee will be given at the district meeting to be held at the home of Mrs. George Ethridge, 27 Fifth Avenue, on Thursday, January 27th, at 4 o'clock. This will be a very interesting report and all members are urged to be present. Rev. Dr. Percy S. Grant will speak on "Public Schools." Tea at 5 o'clock.

Riverside: The regular monthly meeting of the Branch will take place on Tuesday, February 1st, at the home of Miss White, 18 West 69th St., at 10.30 A. M. A feature of unusual interest will be a discussion of both sides of the Gary plan by Mrs. Alice Barrows Fernandez and Mr. Edwin Goldwasser, District Superintendent of Schools.

Yorkville: Every member of the School Committee is invited to attend the meeting of the Education Committee of the League to be held at 42 West 39th Street, Monday, January 31st, at 3 P.M. to hear an address by Mrs. Fernandez and the report of the School Committees of all the Branches. The Yorkville School Committee will not meet that morning.

WOMEN AND THE CITY'S WORK

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No. 13

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A PREVENTIVE HEALTH PROGRAMME FOR NEW YORK.

Address by Dr. Haven Emerson, Commissioner of Health, at the headquarters of the Woman's Municipal League, 42 West 39th street. on Thursday, February 3d, at four o'clock.

This will be the second of the conferences with city officials on the "People's Business." All members of the League are urged to attend and to bring non-members with them.

Tea at five.

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WHAT A PREVENTIVE HEALTH PROGRAM MEANS FOR YOUR WELFARE AND MINE.

How the city health department can rende greater health service to the people will be described by Dr. Emerson in this week's conference. Some of the achievements of this conspicuously efficient city department were well summed up in the Weekly Bulletin of the department upon the retirement of Dr. Goldwater in November.

"After less than two years of intensive and devotec service to the cause of health administration, Doctor S. S. Goldwater has resigned his position as Commissioner of Health to resume the superintendency of Mt. Sinai Hospital. During his all too brief administration many important reforms have been inaugurated at the Department of Health, prominent among which may be mentioned:

Placing most of the important supervisory positions on a full-time basis, with a corresponding increase in the salary attaching to the positions.

Establishing a Bureau of Public Health Education under a director chosen as the result o an open competitive examination, and insisting on education as an indispensable factor in publi health administration.

Establishing a Division of Industrial Hygiene thereby properly claiming as a health departmen function an important but hitherto neglected fiel of public health activity.

Establishing a Division of Statistical Researc by readjustment of existing positions within th Bureau of Records.

Revision of the Sanitary Code and formulatio of a complete set of regulations thereunder.

Advancing the work of school medical inspection by providing that private physicians ma make the required physical examination.

Broadening the application of the dog muzzling ordinance and thereby reducing the prevalenc of dog bites and the number of rabid animal in this city.

Waging a persistent campaign against fraudulent patent medicines and securing the adoptic of an ordinance providing that the names of th ingredients be printed on the label of all no trums sold in this city.

Providing for the regular annual physical examination of all employees of the Department of Health.

Reorganizing the Bureau of Food and Drugs and placing at its head a recognized authority in this field, chosen as the result of an open competitive examination.

Inaugurating a campaign of education against the use of alcohol as a beverage.

Insisting on the recognition, as a menace to health, of over-crowding in the street cars, and compelling the street railway companies to provide the service needed to the limit of their capacity."

"As a firm disciplinarian the retiring Commissioner ıeld the respect and esteem of all in the Department hrough his democratic spirit, his frankness, the :xercise of strict justice and the recognition on the ›art of his subordinates of his keen understanding ›f the problems to be solved.

"Doctor Haven Emerson, until now Deputy Comnissioner and Sanitary Superintendent, who succeeds o the Commissionership, is in full accord with the ims and policies of the retiring Commissioner, and nters on his new duties with the best wishes, not ›nly of the entire Department of Health, but also of ıll interested in the cause of public health."—*Weekly 3ulletin of the Department of Health, November ›*, 1915.

Demand for the League's School Bulletins is Country-wide.

The Institute for Public Service, 51 Cham-›ers Street in a bulletin which goes to educa-ors throughout the country, recently included mong the sources of information on the Gary ›lan, the four page leaflets issued by the Wo-nan's Municipal League. Showing how wide-pread everywhere is the demand for informa-ion on the work-study-and-play schools, ,eague members will be interested in the fol-owing list of school principals and superin-endents who have written for our Gary eaflets, and who in most cases after having eceived them have asked to be placed upon ›ur regular subscription lists:

Supt. F. A. Bagnall, Adams, Mass.
University of California, Berkeley, Cal.
The Excelsior Council, No. 108, Brooklyn, N. Y.
City Club, Chicago.
Supt. W. M. Shafer, Cripple Creek, Colo.
Supt. D. R. Henry, Jerseyville, Ill.
The Keene Normal School, Keene, N. H.
State Normal School, Lowell, Mass.
Supt. A. Palmer, Marshalltown, Ia.
Dr. Chas. H. Elliott, Rutgers College, New Brunswick, N. J.
Mr. William Howard Taft, New Haven, Conn.
The Free Public Library of Newark, (4 subscriptions)
Dr. J. Edward Mayman, New York University.
Principal of State Normal School, North Adams, Mass.
E. C. Branson, The University of North Carolina.
State Normal and Training School, Oswego, N. Y.
Wm. Thum, Pasadena, Cal.
Thos. W. Bicknell, Providence, R. I.
Supt. Alfred Ronconvieri, San Francisco, Cal.
San Francisco Chamber of Commerce.
Supt. of Schools, Topeka, Kansas.
Supt. H. Blue, Twin Falls, Idaho.
Supt. E. O. Maple, Vincennes, Ind.
Supt. C. P. Carey, State Supt. of Schools, Wisconsin.

In addition to the above the Institute for Public Service has distributed sets of our leaflets to 30 other cities as requests came in.

BRANCH AND COMMITTEE MEETINGS

Legislative Committee: Meetings every Monday morning at League headquarters at 10.30.

Streets and Transit: The regular monthly meeting of this Committee will take place at League headquarters, Thursday, February 3rd at 11 o'clock. All members of the League interested in cleaner streets are urged to attend and to send in complaints and suggestions.

Chelsea Branch: There will be an important meeting of the Chelsea Branch on Thursday, February 10th, at the home of Mrs. Charles Shepherd, 9 Chelsea Square at 4 o'clock, Mrs. Alice Barrows Fernandez will talk upon the school needs of Chelsea and how they can be met.

Yorkville Branch: No meeting on Monday, February 7th.

WOMEN AND THE CITY'S WORK

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SUPERVISING THE FOOD OF FIVE MILLION PEOPLE.

Third Thursday conference at League headquarters, 42 West 39th Street, at 4 p.m.

Every housekeeper who goes marketing will be interested in how Father Knickerbocker Keeps House, and everybody who eats in restaurants will be interested in how the food supply is guarded and protected. This will be the third of the Thursday conferences and Mr. Lucius P. Brown of the Bureau of Food and Drugs, Department of Health, will be the speaker. **The public is invited. Tea at five.**

Please mark on your calendar, Tuesday, February 29th for a luncheon of the Woman's Municipal League at which Mrs. Marietta L. Johnson of Fairhope, Ala., will speak on her School of Organic Education. Time and place to be announced.

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Gary Schools Fail in Maxwell's Test

From the *New York Times.*

"City Supt. Maxwell has transmitted to the Board of Education a report made to him by the chief statistician, Burdette R. Buckingham, embodying the results of examinations of 10,000 children conducted in March and June, 1915, in the two Gary schools; in the six 'pre-vocational' (or Ettinger schools), and in an equal number of traditional schools.

Gary Schools Stand Lowest.

" 'The design of these tests,' Dr. Maxwell says, 'was to determine how results in those studies, which all thinking people agree should form the chief field of elementary education, compare in the three types of elementary schools—the traditional type, the Ettinger type, and the Gary type. The schools of the traditional type were selected each because it has a pupil population as nearly as possible similar to that in one of the two other classes of schools. Two examinations, separated by an interval of three months, and with questions as nearly equivalent as possible were given in order that the test should be not only one of acquired knowledge, but also one of progress.'

" 'The results show that of the three types, the traditional schools made the best showing, the "pre-vocational" schools stood second, and the Gary schools stood third. While I would be the last to claim that the test is final, or that it renders an effective decision against the Gary system for this city, it is fair to say that it raises a strong presumption against the general introduction of the Gary system into this city. The conclusion obviously is that neither the Gary system nor the "pre-vocational" system should be further extended until the schools in which they are being tried make a better exhibition of efficiency.'

Showed Less Improvement.

"The tests showed that in spelling, geography, history, arithmetic, and grammar, the traditional schools obtained better scores in the initial examinations than either of the other classes of schools. The 'unweighted average' was: Traditional schools, 51.1 per cent.; 'pre-vocational' schools, 45.5 per cent.; the Gary schools, 43.7 per cent. The percentages of pupils who showed improvement were: Gary schools, 40.7 per cent.

ɔre-vocational' schools (all classes), 47.6 per ent.; traditional schools, 54.3 per cent.

"Some of the June comparative percentages are s follows:

	Gary	Prevocational	Regular
Arithmetic	42.7	51.9	58.3
Spelling	63.4	70.4	71.8
Geography	57.7	58	62.2
History	52.1	53.8	53.5
Grammar	29.6	32.3	36.3
All subjects	49.1	54	57.7

"The improvement shown by pupils in the June ests was as follows:

	Gary	Prevocational	Regular
Arithmetic	40.7	47.6	54.3
Spelling	52.8	63.7	63
Geography	58	53.4	57.7
History	72.3	67.2	63.2
Grammar	55.8	65.8	62.9

Is the Case Lost for Gary?

An analysis of the Buckingham report is being repared by advocates of the Gary plan and will e summarized in a later issue of this bulletin. **t is being said for example that it is unfair to trike an average of only two Gary schools and ompare this average with the average of six Ettinger schools, and eight formal schools.** It is lso pointed out that P. S. 45 had been reorganzed on the Gary plan less than a month before he March tests were given, and that it was a new chool scarcely recovered from its newness, and rom the throes of a part-time condition sufficient o demoralize any institution. The number of lasses tested in P. S. 45 was 21; in P. S. 89 only 0. In all of the tables showing improvement beween March and June, however, Mr. Buckingam uses averages, not of each Gary school alone, ut of the two together, and of the six Ettinger chools together, and the eight formal schools.

When the record of **P. S. 89** is examined by itelf, it is seen that **this Gary school had a higher verage for all subjects in both the March and une tests than five of the six Ettinger schools, nd six of the eight formal schools.** Supt. Maxvell states that each of the special type schools vas paired off with a traditional school which ad a pupil population as nearly similar as posible. Mr. Buckingham, however, fails to comare in his report each school with its selected artner, nor does he state whether the formal chools had been suffering from part time.

IMPORTANT NOTICES.

How Shall We Spend $30?

Will all members who have not yet paid their dues for the current year please do so at once, and so save the League the needless expense of sending out additional due bills? Duplicate due bills were sent out in January at a total cost to the League of $30.00. Thirty dollars would pay the cost of four educational bulletins like the present one, would meet the expenses of a trained investigator for over a week, would pay the expenses of ten traveling exhibits on health, or child labor, would strengthen the work of the standing committees on legislation, schools, streets, etc. We would much rather spend our money for such purposes, and you, we feel sure feel the same way about it. So please mail us your checks to-day.

To Chairmen of Branches and Standing Committees: Your attention is called to the following provision regarding publicity and the use of the name of the Woman's Municipal League according to Art. VII of the amended by-laws.

No committee or member of the League shall represent the League officially either in speech or in writing without the authority of the Board of Directors, or of the President in case of emergency.

In sending out news stories or other publicity matter, please consult first with the Chairman of the Publicity Committee, Mrs. Wm. P. Earle, Jr., 39 Garden Place, Brooklyn. (Telephone, Main, 4015 M.)

Chelsea Branch: Regular monthly meeting at Mrs. Shepard's house, 9 Chelsea Square on Thursday, February 10th, at 4 P. M. Mrs. Fernandez will talk about Mr. Wirt's plan for a school in Chelsea.

Flatbush Branch: An open meeting on both sides of the Gary plan will be held on Tuesday afternoon, February 29th, at 3 P. M. Please keep this date free. Speakers and place to be announced next week.

Brooklyn Heights: Open meeting on both sides of Gary plan at Hotel Bossert, Montague and Hicks Streets, Brooklyn, Thursday, February 17th, at 4 P. M. Speakers: Mrs. Fernandez, Mrs. Ritter (Principal of Gary School 89), Mr. Metcalfe and Mr. Grady.

WOMEN AND THE CITY'S WORK

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SOME INSIDE HISTORY OF THE PATENT MEDICINE SWINDLE

Address by Dr. O. M. Leiser, Bureau of Public Health Education Department of Health, at the Woman's Municipal League, 42 West 39th Street, on Thursday, February 17th at 4 P. M. Special exhibition on patent medicine frauds loaned by the City Health Department. The public is invited. Tea at five.

Remember Tuesday, February 29th is the day of the luncheon of the Woman's Municipal League and an address by Mrs. Johnson of Fairhope, Ala., on "Organic Education." Place: Hotel McAlpin; Time: one o'clock.

What John Dewey says about Mrs. Johnson's School at Fairhope, Ala.

Mrs. Johnson herself will tell us about her work (February 29th but meanwhile League members a urged to read Chapter II of *Schools of To-Morrow* b John Dewey and Evelyn Dewey. The following ex cerpts from this chapter give a partial picture of wh Mrs. Johnson believes and how she has succeeded **actually applying Rousseau's teachings, instead merely theorizing about them, as too many educato do:**

"To Fairhope, Ala. during the past few yea students and experts have made pilgrimages, and th influence of Mrs. Johnson's model has led to th starting of similar schools in different parts of th United States."

"Her main underlying principle is Rousseau central idea; namely: The child is best prepared f life as an adult by experiencing in childhood wh has meaning to him as a child; and further, the chil has a right to enjoy his childhood."

The Ordinary School Breeds Indifference to Stu

Mrs. Johnson says the conventional school today "is arranged to make things easy for th teacher who wishes quick and tangible results; th it disregards the full development of the pupils . . It disregards the **present** needs of the child; the fa that he is living a full life each year and hour, n waiting to live in some period defined by his elder when school is a thing of the past."

"The ordinary school impresses the little one in a narrow area, into a melancholy silence, into a force attitude of mind and body, till his curiosity is dulle into surprise at the strange things happening to hin . . . . The disease of indifference has attacke his sensitive soul before he is fairly started on th road to knowledge."

Children Teach Themselves to Read and Write

Children "should not begin school life by learnin to read and write. . . . Mrs. Johnson goes so far to prevent children from learning to read at too ear an age. At eight or nine years, she thinks they a keen to explore books just as they have previous explored things. By this time they recognize th need and use of the information contained in book

hey have found out they can get this information in
ıo other way. Hence, the actual learning to read is
ıardly a problem; children teach themselves."

"Mrs. Johnson is trying an experiment under con-
litions which hold in public schools, and she believes
ıer methods are feasible for any public school system.
She charges practically no tuition, and any child is
velcome."

"The child who is slow mentally is not made to
eel that he is disgraced. Attention is not called to
ıim and he is not prodded, scolded or flunked . .
. . Mrs. Johnson believes that the recitations and
xamination of the ordinary school room are merely
levices to make the work easier for the teacher; while
he consciousness of what he does or does not 'know,'
esulting from marks and grades, is harmful to the
hild just as an emphasis of his failures is harmful."

"Tests are often conducted with books open, since
hey are not to show the teacher what the child can
emember, but rather to discover his progress in
bility to use books. Lessons are not assigned, but
he books are open in the hands of the pupils and
vith the teacher they discuss the text, getting out of
: all the joy and information possible."

What They Study in Fairhope

"The following activities have been worked out at
'airhope as a substitute for the usual curriculum:
hysical exercise, nature study, music, hand work,
eld geography, story telling, sense culture, funda-
ıental conceptions of number, dramatizations and
ames. In the second class map drawing and de-
:riptive geography are added, for reading is acquired
ıd the number work is modified by the knowledge
f figures. Each lesson is planned as a concrete ex-
erience with a definite end in view, appealing to the
ıild as desirable."

Besides the regular time for exercise, "the children
ay study outdoors, and many of the classes are
onducted in the open air. Indoors there are games,
andwork and dramatization, all of which contribute
the physical well-being of the children. There
e no cramping desks, the pupil may sit where or
ow he pleases, or even move from place to place if
e does not disturb his fellows . . . . . Nature study
ıd field geography are conducted almost entirely
ıt of doors."

Measure Up Favorably to Public School Pupils

"The Fairhope pupils compare favorably with pupil in the ordinary public schools. When for any reaso they make a change, they have always been able t work with other children of their age without extr effort; they are apt to be stronger physically and ar much more capable with their hands, while they hav a real love of books and study that makes them equall strong on the purely cultural side of their work."

IMPORTANT NOTICES.

Are You One of 423

Members of the League who have not yet paid thei dues? 423 x $2 = $846 not yet paid into the Leagu treasury. How can we carry out the work you war us to do unless we have the money to do it with Last week's reminder brought in a good many check but we need all the rest,—so mail us your checks to day.

Legislative Committee: Every Monday at Leagu headquarters at 10.30 a.m.

Brooklyn Heights: The next meeting of this Branc will take place Wednesday, February 23d, at the resi dence of Mrs. T. W. Wardell, 168 Hicks Street, a 10.45 a.m. Executive Committee meets at 10.15 a.m

Open meeting on both sides of the Gary pla at the Hotel Bossert, Montague and Hicks Stree (nearest subway station, Borough Hall) Thursday February 17th, at 4 p. m. Speakers: Mrs. Alic Barrows Fernandez; Mrs. Alice B. Ritter, (Principa of Gary School 89;) Mr. Tristram W. Metcalfe, (Scho Editor, The Globe) and Mr. Wm. Grady (Princip Ettinger School 64.)

Flatbush Branch: Open meeting on both sides o Gary plan, at the Midwood club, 21st Street nea Church Ave., on February 29th at 3 p. m. Speakers Mrs. Fernandez and Mr. Metcalfe.

Washington Heights: A membership tea will be hel at the home of Mrs. V. F. Bonsall, 544 West 157t Street, on Monday, February 28th from four to si Any member of the League having friends in th Washington Heights district whom she wishes to b invited is asked to send names and addresses to Mr V. F. Bonsall.

WOMEN AND THE CITY'S WORK

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THE CITY AS GUARDIAN

Conferences Thursday mornings during March at 11 o'clock at League headquarters, 42 West 39th Street

Do you know that your policeman is your best social worker? That "justice" can be made easy and accessible for the poor? That "Correction" no longer means clubbing and solitary confinement, but rehabilitation? That "Charity" need not cover a multitude of sins, but is being made to disclose a multitude of preventive remedies?

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THE BEST AIMS OF OUR CITY GOVERNMENT

Members of the League who feel the obligation to keep themselves in touch with the best aims of our city government cannot afford to miss the conferences for March which will point out what the city is doing to carry out the new ideal of prevention in the departments of police, correction, fire, courts and charities. **Please note the change in hour from 4 P.M. to 11 A.M. Special provision for luncheon at a Woman's Municipal League table is being made in a nearby tea room for those members who desire it.**

March 2d.—The Policeman as the Preventer of Crime Rather Than the Catcher of Criminals
Arthur Woods, Police Commissioner

March 9th.—Can a Department of Corrections Really Correct?
Burdette G. Lewis, Commissioner of Corrections

March 16th.—Can New York Have Another Triangle Fire?
Frances Perkins, Committee on Safety of the City of New York.

March 23d.—The Magistrates' Courts and the Poor
William McAdoo, Chief City Magistrate

March 30th.—Why Should There Be An Investigation of City Charitable Institutions?
John A. Kingsbury, Commissioner of Charities

To Members and Readers of this Bulletin:

If you believe in what we are trying to do for better government, won't you encourage us by coming to these lectures? Tell your friends about these talks, send for additional copies of this program and distribute it among those interested in better government and wider civic service.

,000 Children Leave School to Go to Work Each Year in New York City. Who Shall Guide Them into the Right Jobs or Back to School?

.eague to Push Campaign in Their Behalf

As the result of a conference held at headquarters Wednesday, the Woman's Municipal League has rted a campaign to gain public support for juvenile ployment departments in the public employment reaus of the state. Among those present who nted out the need of a public agency to help chil- n find work, were Mr. Charles Barnes, Director of reau of Employment of the State Industrial Com- ssion, Mr. Morris Ernst of the City Club, Mr. John llady, Secretary of the Mayor's Committee on Un- ployment, Miss Mary Van Kleeck, Secretary of the nmittee on Woman's Work of the Russell Sage ndation, Miss Louise Odencrantz in charge of the man's Department of the Brooklyn Public Employ- nt Bureau, Mrs. E. C. Henderson of the Alliance ployment Bureau, Mrs. Annie B. Moriarity, Prin- al of Public School 162, Brooklyn, Miss Beagle, cement Secretary for the Manhattan Trade School Girls, Miss Jeane Minor, formerly head of the ision of work certificates of the Department of alth, Mrs. Roy Emery Fletcher of the New York y Federation of Women's Clubs and Miss Eva rd from the American Association for Labor gislation.

n calling the conference Mrs. Stimson declared t it is wasteful to spend millions each year educat- children and then turn them out into industry and , 'Children, hunt a job.' Children thus left to mselves flounder about sometimes for years in ind-alley' jobs or in work for which they are un- ed. There should be in every community a central nt where children who leave school to go to work, y apply to learn about industry, its opportunities their own capabilities. This work is being done in part by private agencies, but the only agency ich can meet 100% of the need is the city and state ernment. Under the leadership of Mr. Barnes, Public Employment Bureaus are equipped for this k, and a general awakening of public sentiment is ded within the next few weeks to make a begin- g this year. Members anxious to help are urged ommunicate with Miss deLima at League head- rters. Please state whether you can give money publicity, time at home sending letters, time at office getting out literature, whether you could anize meetings on the subject, etc. We need the p of every member of the League.

IMPORTANT NOTICES

Committee on Legislation: Open meeting on pendin legislation at League headquarters, Monda March 6th at 10:30 A. M. Mr. Walter Arndt o the City Club and the Citizens' Union Legislativ Committee will speak. **All League members are invite**

Committee on Streets and Transit: Will meet a League headquarters, Thursday, March 2d a 11 a. m. Please bring or send in suggestions fo wider service, complaints, etc. The meeting i open to all League members.

Riverside Branch: Drawing room meeting at th home of Mrs. Henry Clay Adams, 327 West 76t St. on Monday, March 6th at 3:30 P. M. Ever member is urged to attend and to bring a gues

The regular monthly meeting of the Branc will be held on Tuesday, March 7th at 10.30 A. M at the home of Miss White, 18 West 69th St Following the business meeting, Mr. Eugen Kinckle Jones, Assoc. Director of the Nationa League on Urban Conditions Among Negroes will speak on "The Congested Tenement District on the West Side."

Yorkville: This is the first year that our Branch ha not been represented on the Central Streets Com mittee. Will not some of our members voluntee to serve on it. The time and place of the meet ings are announced on this page.

To Non-Members: You have read o our non-partisan survey of local schools an neighborhood resources, of our work for cleane streets, for better transit conditions, for wide publicity of city needs. You have been invite to our weekly conferences on the "People's Bus ness" in which public officials have set fort what they are trying to do for better governmen and how we can help. We hope that our pro gram has interested you, and that you feel th our efforts count in the community. We nee however, more than your good-will and you interest. The League needs your membership not only because its work is supported by mem bers' dues and donations, and because there strength in increased numbers, but because w need the experience which your work can bring u Dues $2.00 and up a year. Make checks payab to the Woman's Municipal League, and mail to at 42 West 39th Street.

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VOMEN AND THE CITY'S WORK

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CAN A DEPARTMENT OF CORRECTIONS REALLY CORRECT?

ddress by Commissioner of Corrections, Burdette ewis, on Thursday morning, March 9, at 11 o'clock League headquarters, 42 West 39th Street. lease bring a friend with you.

IF YOU WERE A CHILD IN GREENWICH DISTRICT—

What would be your chances of growing p to useful citizenship? Where could you ay after school? What kind of education ould you receive? Would most of it be in e school, or in the street?

These are some of the questions which the reenwich Branch of the Woman's Municipal eague is answering in its report of a survey cently made of local schools and neighbor-ood conditions. This survey is part of the ain study being made by the League in va-ous sections of the city, and will be printed full at a later date. The Greenwich section cludes the district between 14th and Canal reets west of Broadway. A brief summary llows:

reenwich District has

8 elementary schools with 10,608 children in average daily attendance

1 high school with 630 children

IMPORTANT NOTICES

To Members: The prompt and fairly general response to the appeal of the Finance Committee for $1.00 from each member of the League to help carry on the new health program has been very gratifying. In order to save postage receipts will not be sent unless specially requested.

Julia Loomis, (Mrs. Edward E.)
Chairman of Finance Committee

Health Committee: Important health conference on Thursday, March 9th, at 4 P.M. at League headquarters. Speakers will include representatives from the Academy of Medicine, the Bureau of Municipal Research, the Public Education Association, and the Association for Improving the Condition of the Poor. District chairmen and members of district health committees are specially urged to attend, as well as all interested in public health.

Washington Heights: Branch meeting at 544 West 157th Street, on Tuesday, March 14th, at 11 A. M.

Chelsea Branch: Through the courtesy of Mrs. Herbert, the regular meeting will be held on March 9th at 4 P. M. at Dr. Drummond's, 43 West 22d Street. Dr. Drummond has kindly consented to show his beautiful collections and it is earnestly requested that every member be present. Please be prompt.

Mary Watts Chaplin, Secretary

Greenwich Branch: There will be a meeting on Monday, March 20th, at 2:30 P. M. at the home of Mrs. Winston Hagen, 10 West 9th St. to appoint a chairman for the coming year.

There will also be an important address on "Helping Children to Find Work" by Mr. Charles Barnes of the State Employment Bureau. The League is beginning a campaign to home juvenile departments established in public Employment bureaus so that your particular cooperation is asked to make the meeting effective. Please bring a friend with you.

Prospect Heights: Special meeting on Monday, March 13th, at 10.30 a. m., at Pratt Casino, 1[illegible] Ryerson Street, Brooklyn. Mr. Charles Barnes of the State Employment Bureau will speak on "Helping Children to Find Work."

2.06 Main ref.

WOMEN AND THE CITY'S WORK

Published Weekly by the
WOMAN'S MUNICIPAL LEAGUE OF THE CITY OF NEW YORK
MRS. HENRY A. STIMSON, - *President*
42 West 39th Street, New York City

Vol. I. No. 19 March 14, 1916 25c. per Year

Entered as second-class matter November 23, 1915, at the Post-office at New York, N. Y., under the Act of March 3, 1879.

CAN NEW YORK HAVE ANOTHER TRIANGLE FIRE?

Could the horrors of the Triangle Fire be repeated n any of the factories in New York City, many of vhich have been declared to be fire-traps by the State Industrial Commission and New York's Fire Commissioner?

Miss Frances Perkins of the Committee on Safety f the City of New York will answer this question t the regular Thursday morning conference this veek at League headquarters, 42 West 39th Street, t 11 o'clock.

Vhat City Officials Ask League Members to Do—Form Public Opinion

Seven leading public officials, including the city hamberlain and three departmental commissioners ave told members of the Woman's Municipal League bout municipal needs and official plans at the regular hursday conferences on the "People's Business" hich have been held at League headquarters. All ithout exception have reflected the striking attitude the present city administration which has consistitly sought public support for official action by eeping the public informed about next steps to be ken and city needs to be met. All without exception ave invited public scrutiny and public criticism of ficial acts and all have asked League members to elp carry out needed reforms by spreading information about departmental needs and by helping to ystallize public opinion in the right direction. The public be told" is a wholesome change from e "public be damned" policy of earlier days.

A Department Worth Talking About

Mr. Burdette Lewis in his address last Thursday o "Can a Department of Corrections Really Correct? described some of the fundamental conditions neces sary to secure an affirmative answer to this questio Among these conditions, many of which he h brought to pass in his own department, he include the indeterminate sentence, proper segregation prisoners, the young from the old offenders, the de generate and the feebleminded from those reall anxious to reform, an adequate medical and nursin staff, work which would develop and where possib teach a useful trade, evening study, adequate oppo tunities for recreation, proper bathing facilities, an the selection of the right kind of employees for th department.

"Blackwell's Revisited"

That Mr. Lewis has actually succeeded in gettin done many of the things he believes in is borne o by the testimony of an ex-prisoner of Blackwell Island, Frank Tanenbaum, who describes in the Apr "Masses" the difference between what he sees as visitor under the new regime with what he expe ienced as a prisoner. Now things have change as the following extracts show:

"Later on, I walked down through the prison an met one of my friends in the corner, smiling, ve glad to see me. 'Hello, Red!' 'Hello, Frank, g but it is good to see you come in like this.' I sai 'Red, tell me how things are now. I want you to te me the truth.' 'Well you see Frank,' he said, 'it all different, everything is changed; the men a treated like men now; we have a League of our ow and we can read newspapers and write all the lette that we want to.' I asked, 'What about dope, do yo still peddle that?' 'No, why Frank, the boys wouldn stand for it now. Why, even I wouldn't stand f it. The boys don't need it any more. We can pla baseball, basketball, have regular drills every da and we get concerts, and the men are not put in th cooler so often. Yes, I think if a man goes to th cooler now it is his own fault."

"I walked all over the prison; I saw everything wanted to, spoke to everybody that I wanted to, visi ed the cooler, the laundry, the kitchen, the dinin room and the different cell blocks, and I found th prison was an altogether different institution fro what it was the day I left there, both in its spirit a its physical environment.

Definite Changes Made

"The following definite changes have been made: 'he men are taken out of their cells Saturdays and undays and permitted to play baseball and basket-all; the men have a glee club; they can read news-apers, write all the letters they want, the sick are egregated, the laundry has a steam machine, and a terilizer is used; the cells of the new prison have een painted, and those in the old prison are washed egularly to keep the bugs down. I asked about fifty ien in regard to it and they all agreed there were ery few bugs. The blankets are fumigated and leaned before given to new men; beds have been put i the cooler, and the men are given something to ead while there and are given three meals a day."

What the Health Department Wants for School Children

At a conference on School hygiene held at the eague last Thursday, Dr. Haven Emerson, Health ommissioner, sent in a statement listing what the Iealth Department wants to provide for School iildren. This included:

1. Complete control by the Department of Health f all features of health work for school children, in-uding control of special classes for tubercular child-en, the blind, crippled, cardiac cases, etc.
2. More all night nurseries are needed where iildren may be kept in emergencies. Places are eeded where children suffering from malnutrition iight be sent for extended periods of time.
3. The discontinuance of children's clinics of the epartment shows that private institutions are un-ole to meet adequately the needs of children needing ose and throat operations.
4. Scholarships are needed for children whose milies are in need, yet who are refused work papers ecause of physical defects. Children with cardiac oubles should have special vocational training.
5. Provisions should be made for treatment of achomatous conditions in the school building.
6. There should be a school nurse for every school gistering between 2,500 and 3,500 pupils, and a edical inspector to every school with from 4,000 to 000 pupils, or every two schools with a combined gistration of 5,000.
7. "Dental hygienists" are needed to do pre-entive work.

The following outline shows the staff of the Divis-n of School Medical Inspection at the present time, gether with the staff that would be required to do iis work as it should be done:

School Registration at the present time 938,
Number of schools under supervision.....

	1916	Proposed 1917
District medical supervisors.....	7	12
Supervising nurses.....	14	24
Medical inspectors.....	100	208
Nurses.....	200	313
Schools per nurse	4	2—2½
Pupils per nurse.....	4,692	3,000
Schools per inspector.....	8	4
Pupils per inspector.....	9,384	4,500

IMPORTANT NOTICES

Greenwich Branch: There will be a meeting c Monday, March 20th, at 2:30 P. M. at the hon of Mrs. Winston Hagen, 10 West 9th St. to choo a chairman for the coming year.

There will also be an important address c "Helping Children to Find Work" by M Charles Barnes of the State Employment Burea The League is beginning a campaign to ha juvenile departments established in public Em ployment bureaus so that your particular coope ation is asked to make the meeting effectiv Please bring a friend with you.

Brooklyn Heights: The next meeting of the Heigh Branch will be held on Wednesday, March 22n at 10:45 at the residence of Mrs. S. E. Buchana 109 Willow Street, Brooklyn. Executive meetir at 10.15.

Flatbush Branch: Special and important meeting c the new campaign which the League is unde taking for juvenile employment departments i state employment bureaus at the home of Mr Edgar S. Shumway, 472 E. 18th Street, Brooklyn on Friday, March 17th at 3 P. M. Address b Miss Louise Odencrantz, Supt. of Woman Department of the Public Employment Burea in Brooklyn.

Benefit Performance: Thru the courtesy of Mr Van Valkenburg, the Iced Water Fountain Committee announces an illustrated lecture o Birdland by Mr. Edward Avis at the Cosmopolita Club, 135 East 40th Street on Friday, April 14t at 3.30 P. M. Mr. Avis' imitations of the bir notes thru the medium of the violin and voic are well known. Tickets at $2.50 may be obtaine from the Chairman, Mrs. Edwin B. Holder 323 Riverside Drive, or Mrs. Carlton Van Valk enburg, 410 West 57th Street, or Mrs. Francis G Lloyd, 157 East 71st Street, or at League Head quarters, 42 West 39th Street.

2.06 Misc Reg.
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WOMEN AND THE CITY'S WORK

Published Weekly by the
WOMAN'S MUNICIPAL LEAGUE OF THE CITY OF NEW YORK
MRS. HENRY A. STIMSON, - *President*
42 West 39th Street, New York City

Vol. I. No. 20 March 21, 1916 25c. per Year

Entered as second-class matter November 23, 1915, at the Post-Office at New York, N. Y., under the Act of March 3, 1879.

IF YOU WERE A CHILD IN YORKVILLE

MAR 23 1916

Would you envy the child in Gary, Ind? Perhaps you would if you could learn some of the facts just drafted in chart form by the Yorkville Branch of the Woman's Municipal League, as a result of their study of what their local schools and other agencies provide for children. This is the first graphic presentation ever made of how a neighborhood provides and **how it fails to provide** for child welfare thru schools, settlements, libraries, churches, playgrounds, etc. The Branch made the study in a non-partisan spirit, and offers the facts now upon their merits only:

YORKVILLE has

3 Park Department playgrounds*
4 Public libraries
14 Church and Settlement houses
28,764 Children in Public Schools and no children on part time

*2 others open during summer

IN YORKVILLE SCHOOLS

Girls have no science or shop work

Boys below 7th grade have no science or shop work.

IN GARY SCHOOLS

Girls have 80 minutes a day science or shop work ⅔ of school year.

Boys below 7th grade have 80 minutes a day shop work and science ⅔ of school year.

BOYS OF 7th AND 8th GRADES

Have twice as much shopwork and three times as much science in Gary Schools as in Yorkville Schools

IN YORKVILLE SCHOOLS

These boys have 80 minutes shop work, 80 to 120 minutes science each week throughout the school year.

IN GARY SCHOOLS

These boys have 400 minutes shop work and 400 minutes science each week ⅔ of the school year.
(equivalent to 266⅔ minutes a week throughout school yr.)

IN YORKVILLE

School Buildings	are used 5 hrs.	of the 9 hour day
Playgrounds	" " 4 hrs.	
Children's departments of libraries	" " 4 hrs.	
Church classrooms accommodating 12,844 children	" " ½ hr. (on average)	

IN GARY

School Buildings	are used 9 hrs.	of the 9 hour day
Playgrounds	" " 9 hrs.	
Children's departments of libraries	" " 9 hrs.	

THESE FOUR PLAY LEADERS

have no children to supervise during the **4** of the **7** hours they are on duty each day in Yorkville playgrounds because the children are in school.

UNDER THE GARY SYSTEM

They would be directing children's play **all day.**

THE YORKVILLE CHILD

has less play space than the Sing Sing prisoner has cell space.

The three Park Department playgrounds now open provide the 28,764 school children with 2.7 acres of play space or ⅓ square yard* per child.

The private playgrounds offer less than ½ acre.

The Department of Education has closed all the Yorkville Athletic Centers (afternoon play centers in school yards)

On account of lack of funds.

*Under the Gary plan the city can afford for every child 40 square feet of play space.

IN YORKVILLE

Only 2,360 of the 28,764 school children play in playgrounds each day:
Where do the other 26,404 play ?

IN GARY

All the school children play every day in the playground

Playground	School	Settlement	Library
open only	open only	open only	open only
12—1 P.M.	9—12 P.M.	3—6 P.M.	12—1
3—6 P.M.	1— 3 P.M.		3—6 P.M.

In Yorkville these doors are open to school children only ½ the day

In Gary they are open all day and evening

The playgrounds, libraries and settlements of Yorkville are not large enough to accommodate all of the children comfortably afternoons

Why don't we enlarge them? No money

Why don't we double their capacity by doubling the hours of their use?

The duplicate school session of Gary, by liberating half the children to use the playground libraries, and settlements in the morning, would double their **capacity,** without the addition of a foot of their size

NOTE:—A few schoolrooms are used after school by volunteer agencies, but this proportion is so small as to be negligible.

IMPORTANT NOTICES

To Members: The Treasurer, grateful for the response that followed her previous appeals in the Bulletins, begs to remind the members whose dues are still unpaid that the Treasury needs their annual contributions.

The Annual Meeting of the League will take place on Thursday, April 13th, at the Cosmopolitan Club, at 3 P. M. Ballots containing the names of officers and directors nominated for election at that time will be posted on the bulletin board in the office as required by the by-laws three weeks in advance.

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WOMEN AND THE CITY'S WORK

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42 West 39th Street, New York City

Vol. I. No. 21 March 28, 1916 25c. per Year

Entered as second-class matter November 23, 1915, at the Post-office at New York, N. Y., under the Act of March 3, 1879.

"WHY SHOULD WE HAVE AN INVESTIGATION OF OUR CITY CHARITABLE INSTITUTIONS?"

Address by John A. Kingsbury, Commissioner of Charities, on Thursday morning at 11 o'clock promptly, at the Woman's Municipal League, 42 West 39th Street.

"The poorest home with a mother in it is better than the best managed institution" Mr. Kingsbury told members of the International Child Welfare League on Saturday. Yet 23,000 children are being cared for by the city in institutions. What kind of care do these 23,000 motherless wards receive?

SAVING NEW YORK

From the New Republic of March 26th, 1916:

"In the tentative report to the New York City Board of Estimate by the Commission of Building Districts and Restrictions, there is outlined the most important enterprise yet undertaken by any American city for the control and direction of building development and town-planning. The plans provide for the restriction of residential, business and industrial districts, and for the limitation of the heights of buildings and the area of the lot to be covered. The

work of the Commission is a notable examp of timely intelligence applied to the masteri of a choatic spread of industry which w already beginning to devastate some of t choicest residential and business districts the city. If these plans are adopted, not on will this demoralization be halted but oth districts will be saved the waste and mena to health and prosperity which have result from the lack of regulation.

"That the plans are likely to be adopted assured by the support of the real estate inte ests. This probability is further increas by the recent dramatic action of the large d partment stores and retail dry-goods houses the Fifth Avenue district, which is menaced the invasion of industrial lofts. The manifes presents a novel form of private coercion in t interests of city-planning. In the agreeme of these firms to give preference in their pu chase of goods to those manufacturers who lofts are located outside of the zone, they i stitute a mild form of economic boycott or pr ferential tariff. Such a league to enforce cit planning is as significant as it is unprecedente It is a rare example of private initiative d manding, and coöperating with, social compu sion. It means a public recognition that t desire to "save New York" can be met on by a thoroughgoing city plan. Such a publ sentiment, which realizes that city-planning the social synthesis in which private as well public interests are conserved to their max mum, is of educational significance to t

whole country. In this instance individualism has learned that it can only reach freedom by coöperating towards a social end."

The dates of the public hearings before the Board of Estimate in City Hall at 10.30 A. M. are the following:

Manhattan: March 28, 29, 30
Brooklyn: April 4, 10, 11, 17
The Bronx: April 3, 5
Queens: April 6, 13, 18
Richmond: April 12

For copies of the tentative report, apply to the Commission on Building Districts and Restrictions, Municipal Building, New York City.

IMPORTANT NOTICES.

To End Dark Rooms and Cellar Dwellings: A special meeting will be held in the assembly room of the Woman's Municipal League on Thursday evening, March 30th at 8 o'clock to consider pending legislation on cellar dwellings and dark rooms. The meeting is called under the auspices of the Woman's Municipal League, the New York Congestion Committee, the Neighborhood Workers' Association and the International Brotherhood House Superintendents and Janitors. Mr. Allan Dawson, Chairman of the New York Congestion Committee will preside and representatives of organizations endorsing one or both bills will speak. These organizations include: The City Club, the Citizens Union, the Brooklyn Federation of Jewish Charities and the Committee on Safety. The public is invited.

Do you know that although the death rate for children has gone down of late years, that the rate for adults over 45 is increasing? The State Board of Health believes that grown folks need as much education about health habits for themselves as for their children. A series of charts on the "extension of life" are on view at the League headquarters for this week and next.

A report on physical training and hygiene in N York schools may be had upon application the Woman's Municipal League—Dr. C. W Crampton, Director of Physical Training sent 100 copies to the office for distribution f lowing the health conference 3 weeks ago.

To Readers of the Bulletin: The Yorkville cha described in last week's Bulletin will be on e hibition at League headquarters until Friday this week. Next week they may be secured mothers' clubs or other organizations interest in learning about the Gary plan and how it co help one neighborhood. Write or telephone Miss deLima at 42 West 39th Street.

Riverside Branch: The regular monthly meeting w be held Tuesday, April 4th. at the residence Miss A. E. White, 18 West 69th St., at 10.30 a. promptly. Miss deLima will speak on the ne of vocational guidance for children leaving sch to go to work.

Yorkville Branch: An important meeting of t Branch will be held Friday, March 31st, at a. m., at Mrs. Arthur Du Bois's, 901 Lexingt Avenue (near 68th Street).

The charts made by the School Commit showing just what the Gary plan would do the children of the neighborhood will be exhi ited and **Mrs. Alice Barrows Fernandez** will t the members how they can help to secure introduction into New York schools.

At this meeting a nominating committee w be elected.

Benefit Performance: Thru the courtesy of M Van Valkenburg, the Iced Water Fountai Committee announces an illustrated lecture Birdland by Mr. Edward Avis at the Cosmopolit Club, 135 East 40th Street on Friday, April 14 at 3.30 P. M. Mr. Avis' imitations of the b notes thru the medium of the violin and vo are well known. Tickets at $2.50 may be obtain from the Chairman, Mrs. Edwin B. Holde 323 Riverside Drive, or Mrs. Carlton Van Val enburg, 140 West 57th Street, or Mrs. Francis Lloyd, 157 East 71st Street, or at League Hea quarters, 42 West 39th Street.

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Vol. I. No. 22 April 4, 1916 25c. per Year

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A MESSAGE TO CITIZENS AND LEGISLATORS

Copy of a memorandum prepared by the Woman's Municipal League and sent to State Senators and Assemblymen and 1500 civic organizations throughout the State. On behalf of an amendment to the labor law in relation to the Bureau of Employment providing for Juvenile Placement Departments. (Senate Bill Introductory No. 1260. Introduced March 29, 1916, by Senator Charles C. Lockwood and referred to Committee on Finance, Henry M. Sage, Chairman.)

WHY WE NEED JUVENILE PLACEMENT DEPARTMENTS.

The State allows children to leave school at 14 to go to work.

67,642 New York State children under 16 left school to go to work in the year ending June 30th, 1913.

From Albany schools	408
From Buffalo schools	3,361
From New York City schools	44,944
From Rochester schools	1,087
From Syracuse schools	1,024

(In these cities there are State Bureaus of Employment)

Thousands of these children are stumbling from one blind alley job into another, getting no training, wasting the years when they should be learning a trade.

Not long ago a child of 15 came to one of the State Public Employment Bureaus. She had been drifting around for two months trying to find a job where she could learn something. She had worked in a licorice factory for three weeks; then she tried winding ribbons for a month. Finding this was leading her nowhere, she tried pasting for a week. Then she heard of the Employment Bureau and came to the superintendent for advice.

What could the superintendent tell her? There are not many jobs for young children which give them a chance to learn. At present the superintendent has to depend on hit or miss information that comes her way. She cannot specialize in children's difficulties.

INFORMATION ABOUT THE OPPORTUNITY FOR TRAINING IN JOBS FOR CHILDREN SHOULD BE AT THE DISPOSAL OF EVERY SUPERINTENDENT WHO HANDLES THE PLACEMENT OF CHILDREN.

(Out of 406 jobs held by children who had recently le school to go to work, 314 offered no training.- Report of the N. Y. City Superintendent o Schools, 1912.)

3 Every day boys and girls of 16, 17, and 18 ar coming into the Public Employment Bureaus after months and years of puttering in blind alle jobs, and asking to be placed as learners in posi tions offering advancement.

One of the registration cards bears the name of a young worker of 17. For two years she had been working in an establishment where her only job was "putting on tassels." "I don't want to do that any more," she said. "I want to learn something so I can get ahead."

A boy of 18 came into one of the offices. He had been working for three years in one of the metal trades. The metal trades are highly specialized, and in all this time he had been kept on one process. So at 18 he found himself no better off than when he started three years ago.

There are shops which offer training on more than one machine, so that by 21 this boy would have been a well-equipped workman if he had been started right.

OUR YOUNG WORKERS ARE WASTING TIME WHICH THEY CANNOT AFFORD TO WASTE.

THE PUBLIC EMPLOYMENT BUREAUS ARE FORCED TO TREAT THIS VITAL PROBLEM ON THE SIDE, WHILE FINDING JOBS FOR ADULT WORKERS.

4 Placing juveniles is a different problem from placing adults.

It is not enough to find a job for a boy.

You must find a job that offers training and a chance to get ahead.

It is not enough to find a job that offers training.

It must be the right kind of training for that particular boy.

IT IS IMPOSSIBLE TO GET THE RIGHT KIND OF INFORMATION ABOUT JOBS FOR CHILDREN WHEN THE TIME IS FILLED WITH THE DEMANDS OF OLDER WORKERS.

If the State of New York allows children to leave school at 14 to go to work, it should make sure that they get into the kind of work that will make them valuable citizens.

Left alone, the child will choose the job which offers the most money, regardless of whether or not it offers a chance to learn.

When experience has taught him that this sort of work is getting him nowhere, he is no better off, for he has no survey of the opportunities of industry in his city, and can only feel his way about.

This drifting from one footless job to another kills ambition.

SO LONG AS THE STATE PERMITS THIS WASTE OF YOUTH, THE PROBLEM OF ADULT UNEMPLOYMENT WILL BE AGGRAVATED.

'HY THE PRESENT LAW IS INADEQUATE.

The law does not **require** special placement departments for children in the State Public Employment Bureaus.

The adult workers and the untrained, inexperienced children claim attention from the same clerk. The adult workers are more numerous, which gives priority to their claim.

But the claims of the untrained inexperienced children are of more vital importance to the State, which should provide a special hearing for them.

The needs of children just starting to work are different from the needs of older workers, and call for special treatment.

Continued on page 6

Statement of the Ownership, Management, Circulation, etc., required by the Act of Congress of August 24, 1912.

Of WOMEN AND THE CITY'S WORK.—Published weekly at New York, N. Y., for April 1. 1916.

STATE OF NEW YORK }
COUNTY OF NEW YORK } ss.

Before me, a Notary Public in and for the State and county aforesaid, personally appeared Agnes de Lima, who, having been duly sworn according to law, deposes and says that she is the editor of the WOMEN AND THE CITY'S WORK and that the following is, to the best of her knowledge and belief. a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are:

Publisher, Woman's Municipal League of the City of NewYork, New York, N. Y.

Editor, (Miss) Agnes de Lima, 42 W. 39th St., New York, N. Y.

Managing Editor, Mrs. William P. Earle, Jr., 39 Garden Place, Brooklyn, N. Y.

Business Managers, none.

2. That the owners are: (Give names and addresses of individual owners, or, if a corporation, give its name and the names and addresses of stockholders owning or holding 1 per cent or more of the total amount of stock.)

Woman's Municipal League of the City of New York. Not a Stock Corporation, composed of about 1500 members of which the principal officers are:

Mrs. Henry A. Stimson, President, 260 West 76th St. New York, N. Y.

Mrs. William P. Earle, Jr., 1st Vice-President, 39 Garden Place, Brooklyn, N. Y.

Mrs. Albert Strauss, Recording Secretary, 325 West 75th Street, New York, N. Y.

Mrs. Frederick C. Hodgdon, Treasurer, 38 West 9th Street New York, N. Y.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.)

None
None
None
None

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security

holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by her.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the six months preceding the date shown above is. . . .

(This information is required from daily publications only.)

AGNES DE LIMA, Editor.

(Signature of editor, publisher, business manager or owner.)

Sworn to and subscribed before me this 23rd day of March, 1916

[seal] CHAS EDGAR,

(My commission expires March 30, 1917)
Notary Public, No. 1384, Queens County.
Certificate filed in N. Y. County No. 37
Register's Office, No. 7055.

Form 3526.—Ed. 1916.

NOTE—This statement must be made in duplicate and both copies delivered by the publisher to the postmaster, who shall send one copy to the Third Assistant Postmaster General (Division of Classification), Washington, D. C., and retain the other in the files of the post office. The publisher must publish a copy of this statement in the second issue printed next after its filing.

IMPORTANT NOTICES.

The Committee on Streets and Transit will meet at League headquarters, 42 West 39th Street, on Thursday morning, April 6th at 11 o'clock.

Education Committee: Important meeting at League headquarters of Education Committee of the League on Tuesday, April 11th at 11 a. m. to discuss the final report of the winter's school work in all districts. This report will be presented to the members of the League at the annual meeting on April 13th.

Volunteers urgently needed at the League every day this week to help get out invitations and notices.

2 The law permits juvenile departments, but makes no provision for them.

WHAT THE AMENDMENT DOES

1 The amendment requires the organization of a juvenile placement department in connection with every Public Employment Bureau under the State.

2 The amendment provides for an advisory committee to be appointed by the State Industrial Commission in connection with each juvenile placement department, said committee to be composed of four qualified persons with at least one representative of employees, one representative of employers, and one representative of the schools.

3 The amendment requires that this committee, working under the chairmanship of the supervisor of the juvenile department, shall arrange for the investigation of opportunities and conditions of work for children, and shall otherwise advise and assist in the work of the department.

4 The amendment provides for a sufficient appropriation ($15.000) to open such departments under trained workers.

WHO ENDORSES THE BILL? The bill which was drafted by the Legislative Drafting Research Fund of Columbia University after a series of conferences at the Woman's Municipal League with educators and placement experts, has the endorsement of educators, social workers and vocational guidance experts. Among organizations who have actually endorsed the bill are the National Consumer's League, the American Association for Labor Legislation, and the Committee on Legislation of the New York State Federation of Women's Clubs.

PLEASE ACT NOW: There is grave danger that with the pressure of business in the closing days of the legislative session that this bill will not be reported out. **It can and will be passed however if there is a sufficiently strong public demand for it. This is the first time that New York State has ever taken any constructive step towards solving the ever increasing problem of what to do with working children.** SEND YOUR TELEGRAM TO SENATOR SAGE TO-DAY and **demand the passage of the bill.** Address, Senator Henry M. Sage, Chairman of Finance Committee, The Senate, Albany.

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WOMEN AND THE CITY'S WORK

Published Weekly by the
WOMAN'S MUNICIPAL LEAGUE OF THE CITY OF NEW YORK
MRS. HENRY A. STIMSON, - *President*
42 West 39th Street, New York City

Vol. I. No. 24 April 18, 1916 25c. per Year

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ARE YOU INTERESTED IN—

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APR 20 1916

Health of school children
Clean streets
Pure food
Fire protection
Motion pictures
Care of motherless children
Helping children find work
The kindergarten crisis
The Gary or Ettinger school plan
Pending bills at Albany
Cellar dwellings
New York Central tracks question
Civics for children
City planning

These and many other activities have en-aged the interests of the Woman's Municipal eague this year. In her address before the nnual meeting on Thursday, April 13th, the resident, Mrs. Stimson outlined briefly the inter's work. She pointed out that not only as the initial program been carried out, but any other matters not planned for have been ccessfully accomplished. A summary of the ain points of her address follows:

onferences on City Government:

Ten conferences with leading city officials have been held on such subjects as school hygiene, patent medicine frauds, guarding the food supply, industrial hygiene, police efficiency, the department of corrections, fire protection, magistrates' courts, investigation of charitable institutions.

City excursions:

Visits have been made to several points of civic interest, and more trips are planned for the coming spring weeks. The bulletin will announce trips.

Cooperation with Citizen Agencies:

Notable in this field are the two conferences called by the League on school hygiene and on special placement departments for children leaving school to go to work. These conferences have already been reported upon in the Bulletin.

In addition to these conferences the help of the League has been asked by city departments and other organizations on important matters such as the kindergarten crisis, home rule, city planning, motion pictures, baby week, the New York Central matter, the 87th Street crosstown line, the Fairhope, Alabama experiment, prison reform, inspection of cellar dwellings, pushcarts, the Brooklyn Children's Court, and the investigation of commercial schools.

Traveling Exhibits:

Traveling exhibits have been on view at the League on tuberculosis, child labor, prevention of blindness, regulation of midwives, patent medicines, typhoid fever, and extension of life.

Bulletin Service:

With the Bulletin service all members of the league must be familiar. To date, twenty-four issues of "Women and the City's Work" have been published, covering such subjects as the Gary plan of education, notable achievements of the present city administration in keeping the budget down and effecting economy, the work of the League for cleaner streets, the achievements of the present City Health Department, the proposed program of school hygiene of the Health Commissioner, notable reform in city prison administration, the education experiment at Fairhope, vocational guidance, city planning, and the Tax Reduction Committee's program. According to *The Journal of Education*, "**The Bulletins issued by the Woman's Municipal League of the City of New York are among the best educational documents yet published regarding the 'present crisis' in that great city.**"

Mrs. Stimson presented in full the reports of various committees which may be summarized as follows:

The Health Committee:

Passed upon health bills; helped secure abatement of the black smoke nuisance in the Navy Yard; installed twelve health films in moving picture houses in Riverside district; began an investigation into the selling and sanitary care of vegetables in tenement houses; conferred on school hygiene; began a sanitary survey of the schools. The chairman of this committee has been asked to be on the Committee on Health at the annual meeting of the City Charities and Corrections in May.

he Committee on Streets and Transit:

Has investigated and reported to headquarters upon the condition of street signs, condition of sewers, holes in the road beds, lack of "red robin" cans, unremoved piles of dirt, condition and lack of trees and tree guards; a model street has been selected in each district; a paid investigator has begun her work on East Seventy-ninth Street, visiting janitors and teaching them how to keep the streets clean, garbage cans properly covered, etc., forty "P. & R." cards having been distributed in this block alone; committee paid for advertising a mass meeting on clean streets in this block; a prize has been offered by the committee for the best window box and the most beautiful front garden; and the usual medals will be awarded in the Spring. The committee has been represented at the New York Central hearings, at a hearing on the relocation of tracks on Central Park West, and on the garbage incinerator plant on Riker's Island.

ıe Courts Committee:

Is merged with the Police Committee, and will cooperate with other organizations in the treatment of feeble-minded criminals.

ıe Waring Juvenile Citizens League:

Has maintained the usual posts this year which meet weekly. They have five gymnasium classes, have made excursions and visits to points of civic interest and to factories, have held numerous debates on civic matters, and have collected data for the Streets Committee of the League. In the Chelsea post they are waging a vigorous clean-up campaign. The older boys are issuing a magazine called "The Postscript". The committee is getting up a program for teaching practical civics in the schools and will call a conference of leading educators at an early date to consider how this program may be introduced into the City schools.

Education Committee:

The League decided this year to concentrate upo a study of the proposed reorganization of the cit schools. This question was decided upon becaus of the crisis which has been reached in school affair in New York. Two lines of work were undertaken 1) the general education of League members an the public regarding the details of the so-calle Gary plan through a series of bulletins, publi meetings and conferences, and, 2) a survey i several districts of the city of what the presen schools offer for child welfare and what agencie outside the schools existed in these distric for child welfare. All told, 11 bulletins hav been issued upon the Gary plan, or what i being said about it; and two bulletins have deal with the neighborhood and school condition as discovered by two League branches. Ten publi meetings presenting both sides of the question hav been held in different parts of the city under th auspices of the various branches. Six branche have filled out the questionnaire about their distric resources, and three have filled out the blank relating to their schools. This material brings ou data not easily available elsewhere, which throw interesting light upon the educational needs of ou city. It has been brought together in a forma report by the Education Committee and will b presented to the League members at a specia meeting.

The work of the several districts will b summarized later. The next bulletin will re view the work of the Legislative Committee

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IMPORTANT NOTICES.

Brooklyn Heights Branch: Meeting on Wednesda April 26th at 10.45 A.M. at the residence of Mr Thos. R. French, 150 Joralemon Street, Brooklyn Executive Committee meeting at 10.15 A. M.

Education Committee: A most important meetin of the Education Committee of the League wi will be held Thursday, April 20th, at 10.15 A.M at League Headquarters, to consider more full the final report of the winter's work and th recommendations of the Committee as a result o the study made.

-2.06 Mun ref.

WOMEN AND THE CITY'S WORK

Published Weekly by the
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WATCHING THE LAW-MAKERS AT WORK

A summary of the work of the Legislative Committee of the Woman's Municipal League

Last week's bulletin described the work of committees of the League which have made law enforcement their main duty, such as the Committee on Streets, on Health, and the Waring Juvenile Citizens' League. This week's bulletin summarizes the work of the Legislative Committee which keeps track of laws in the making in Albany each year, and which favors or opposes bills of civic importance. This Committee made up of volunteers and headed by a woman lawyer, has met every Monday, and sometimes twice a week during the Legislative session. All members have read the daily summaries of bills introduced, many members have done special research work on bills discussed in order to get the opinion of leading authorities in each line, members have attended hearings on bills, represented the Committee at Albany, and the Committee has sent countless letters and telegrams for or against particular measures. Aside from registering citizen protest or support in particular cases, as given below, the members of the Committee have gained a knowledge, not easily secured elsewhere of how laws are made, how interests of all kinds find expression through bills introduced and what in each case was the social or economic condition which gave rise to the bill introduced as a remedy. No other committee of the League touches as many angles of the body politic as does this committee, as the incomplete list of measures favored or opposed given below will show:

Bills Favored:

The Committee on Legislation has favored the following bills: providing that no dance or ball shall be held in a public dance hall except after license from Commissioner of License has been obtained; abandoning public institutions on New York City's water sheds;* permitting the City

* It should be stated that some members of the Board of Directors of the League disagreed with the action taken by the Legislative Committee on the watershed bills.

Clerk or deputies named by him, to solemnize marriages; permitting free Sunday Games; requiring life guards to be licensed; making it a misdemeanor for steam or electric railroads to employ about the operation of trains, any employee who is unable to read ordinary handwriting in the English language; transferring the quarantine station to the United States; allowing the Police Commissioner to offer rewards for information leading to detection and conviction of persons guilty of any felony, instead of a certain few crimes; providing for the licensing and regulations of massage parlors; making it a felony to have possession of a gun silencer; taking away from the Sheriff of the County of New York the fees at present received by him; making it a misdemeanor for a person to solemnize a marriage unless authorized to do so; making it a felony for a person having a husband or wife to take out or attempt to take out a license to marry another person; providing that a person who, under marriage or under pretense of marriage, seduces an unmarried female, shall be guilty of a felony; prohibiting persons from practising midwifery unless licensed by the State Commissioner of Health and registered; opening the Speedway to automobiles, under the control of the Park Commissioner; prohibiting the sale of gambling implements; removing the exemption of taxation from building proposed but not yet erected by church and charitable institutions; providing that deputy excise commissioners, sheriffs, deputy sheriffs, etc., may not be interested in the manufacture or sale of liquors; constitutional amendment giving the Legislature power to regulate or prohibit work in tenement houses.

Bills opposed:

The Committee opposed the following bills: establishing a Commissioner of Education and abolishing Board of Education; changing punishment in giving habit-forming drugs to any one a felony; permitting street stands to include cigars, cigarettes, candies and confectionery; labor law one day in seven rest not to apply to dairies; prohibiting experiments upon living animals in common schools; striking out the provision that police sergeants may be reduced to patrolmen by police commissioner after trial; prescribing courses in typewriting, stenography and bookkeeping in public schools; chauffeurs to be licensed by police commissioner in first-class cities—such chauffeurs may operate elsewhere in the state without other

icense; providing that street cleaners shall not be :equired to work Sundays; permitting allowances :o widows whether the husbands have been citizens or not—favored this in principle, but against the bill as there is no money for this need at present; permitting a minor married woman to release her rights of dower; requiring savings banks to pay nterest quarterly; for clearing house for mental lefectives; the punishment for murder in the first legree to be left to the jury; policeman's pension o be equal to the rate of compensation received by him at time he was disabled; allowing no person within the City of New York to slaughter poultry; prohibiting the stationing of policemen in or about premises of persons charged with illegal acts, prior to conviction; reducing from three years to one, the maximum term of persons imprisoned in penitentiaries.

ls Referred to the League as a Whole:

The following bills among others have been referred to the League: for a state constabulary; constitutional amendment abolishing county offices within New York City; for a woman Justice in the Children's Court; for military training in the public chools; for women managers on State institution boards.

ny these Bills were studied

These bills represent only a small portion of the he bills studied and considered. Only those bills are considered which make a direct civic appeal and of those that are considered not all are acted upon. On many it is impossible for the Committee to get sufficient data to form an opinion. On many others here is a division of opinion in the Committee, as or instance, a bill to reduce the maximum number of hours for women and minors to 48 per week; or he bill prohibiting capital punishment.

As an example of the bills on which no action is s taken for lack of sufficient data or inability to study them sufficiently, may be mentioned the bill adding moving picture making to hazardous employments, and a bill relative to the destruction of helpess or disabled animals.

cal ordinances:

Several propositions in the Board of Aldermen have been considered by the Legislative Committee: An amendment to the snow and ice removal ordinance; to change the name of the Bowery; to place he cross-roads of Central Park under the Borough President instead of the Park Department.

IMPORTANT NOTICES.

Chelsea Branch: The attention of members of th Chelsea Branch of the Woman's Municipal Lea gue is called to the **Annual Meeting** and **Electio** to be held at 3.30 P.M. on Thursday, April 27tl at the residence of Mrs. Frederick Lamb, 3: West 22d Street. A full attendance is earnestl requested as the Executive Committee wi present the following resolution to be voted upo *Resolved:* To work in future as individual men bers of the Central organization of the Woman Municipal League instead of as a Branch.

Riverside Branch: The next regular meeting wi be held Tuesday, May 2d, at 10.30 A. M., at tl residence of **Mrs. Albert Strauss, 325 West 75 Street.** This will be the **Annual meeting** of tl Riverside Branch, and officers will be elected f the coming year. A large attendance is earnest requested.

Washington Heights Branch: The regular meeti will be held at home of Mrs. V. F. Bonsall, 5 West 157th Street, Tuesday, May 9th, at 10. A. M. A Chairman for the coming year will elected.

Yorkville Branch: Members of the School Committ are requested to read the report of the Educati Committee at headquarters before April 28 and vote on the submission to the League of the fir recommendation.

The Legislative Committee will hold further mee ings to consider the 30 day bills now in the han of the Governor.

The Education Committee will meet on Friday, Ap 28th, at 10.15 A. M. promptly, at League hea quarters, to take final action upon the full rep of the winter's work, which was presented l week. Please be prompt, because the room needed for another important meeting at o'clock. No member may vote as to action to taken upon the report who has not read the repo copies of which may be consulted at the office

Waring Juvenile Citizen's League: Mr. Thor Mott Osborne will address the Waring Juve Citizen's League on Thursday evening May 4 at 8.15 o'clock, at 225 West 99th Street. Cards admission may be obtained at 42 West 39th Str or from Miss Peters. No seats reserved afte o'clock.

52.06 Mun. Ref.
NOW

CITY HALL

AN ARCHITECTURAL APPRECIATION

By

GROSVENOR ATTERBURY

(Address to members and friends of the Woman's Municipal League at the reception given by the League in the restored rooms of City Hall, on April 18th)

In 1803 our Common Council received a report om its committee on the proposed new City Hall, hich concluded as follows:—

> "It should be remembered that this building is intended to endure for ages; that it is to be narrowly inspected, not only by the scrutinizing eyes of our own citizens, but of every scientific stranger, and in an architectural point of view it, in fact, is to give a character to our city . . . Under these conditions, the Building Committee strongly recommends that the front and two rear views of the new Hall be built of marble."

While we may smile condescendingly at the naive arsimony and shortsightedness that left the rear of rownstone—now concealed by white paint—it might e questioned whether, considering the relative ealth and culture, we are showing today any greater isdom—or even as much civic patriotism as led the ommon Council of 1803 to thus alter the original lan to build the entire structure of cheap stone by oting the sum of Fifty Thousand Dollars, that their ew City Hall might "give a character to our city."

Nor did they set a less instructive example in thei recognition of the value of an appropriate settin with respect to neighboring buildings; for the planned to raise the level of the site above the sur rounding park or "Fields," as it was then called, an place their new City Hall in careful relation to th "Bridewell" and "Gaol," so that its cupola shoul line with that on the Almshouse to the north an "the wings in front should range with Murra Street." Thus for years the arriving stranger le the Battery to be greeted by the pleasing vista c Broadway widening into its common, crowned b this gracious symbol of the City's Government.

Little by little the vista has been choked. Wit the undirected growth of our great city, like a unkempt garden the weeds have run riot, until tc day this modest white building, like some ra architectural flower is overshadowed and almo hidden from view—a lily amid corn stalks.

The Unconscious Tribute of Thousands

Yet its architectural merit has found distinguish praise from distinguished critics, and its intrins beauty has won the still higher though unconscio tribute of the thousands who never pass it by in the hurry of the City's vortex without an appreciati glance.

When one hundred and five years ago the Four of July celebration was held in the partially complet City Hall, its architectural success appears to ha been acknowledged on all sides. The enthusiasm that occasion was perhaps only natural. But ti has more than confirmed this judgment. Writi but a few years ago, Richard Grant White ranks among the three or four finest examples of Colon Architecture extant. "When New York was so sma he says "that its business and its dwelling pa together did not extend much above Chambers Stre its citizens erected the handsomest public buildi that to this day is to be found within its n immensity and, one of the finest to be found in t country."

What Henry James Said

This is high tribute.—Yet others have given it even igher praise. It is a no less distinguished critic ıan Mr. Henry James who called it the "divine ttle structure," chanting its praise not only for its perfect taste and finish, the reduced yet ample scale, ıe harmony of parts, the just proportions, the odest classic grace", but for the way "it has played tistically and ornamentally its part, has held out r the good cause, through the long years, alone and nprotected."

Truly Colonial

It has been said that this building is not Colonial. Vorks of great beauty and charm usually defy analysis; or do I think our City Hall any exception. But ıere is no building but what recalls in a larger sense omewhat of the character of its times and the people ho built it. Nor in this instance does the question ow far the Architect of Record, John McComb, rew upon the technical skill of his original French ollaborator, Joseph Mangin, affect the fact that this uilding represents one of the highest efforts of olonial architecture. That its architectural ancestry ıay be traced to the Register Office built in 1774 in dinborough by the Adams Brothers, or to the design y Inigo Jones for the Palace at Whitehall, or that s details betray the study of William Chambers or ichardson and Soane, while the exterior recalls the est of the work under the French Louis XVI.— ll this makes it no less truly worthy of naturalization s a Colonial building than the foreign pedigree of Iangin or the Scotch ancestry of McComb made them ıeligible to citizenship in the newly born American Democracy.

The building has never been completed in accordnce with the accepted design. The front still lacks ıe sculptural mass planned to cap the central bay. he cupola has suffered by the insertion of an interıediate section to provide for the clock faces. Both otunda and cupola have been burned and, like parts f the interior, ruthlessly restored. The basement of

disfiguring brownstone is denied the slightest maskin of shrub or vine. No rail or terrace or even adequat curb marks it from the flat and dusty pavement tha surrounds it.

The High Note of Civic Architecture

Shabby through long neglect, all but shorn of it rightful setting of park and garden—like a statu without its base, a picture stripped of its frame—thi little building still makes its appeal, like the voice c conscience, in the midst of the City's passions, which as Henry James says, center around it "while lives on by the mercy of fate, in the delicacy of i beauty. . . ." So now, after a full century, th work of Colonial aspiration,—this work of the maste builder, the "Surveyor", and the stone-carver- McComb, Mangin, and Lemaire, still strikes the hig note of civic architecture in this vast city.

IMPORTANT NOTICES.

Educational exhibits prepared by **Riversid Yorkville** and **Brooklyn Heights** Branches as a resu of the work of their school committees, and the study of the Gary school plan, are on view headquarters, 42 West 39th Street.

The Committee on Streets and Transit will meet 42 West 39th Street, Thursday, May 4th, at 11 A.

Washington Heights Branch: The regular meeti will be held at home of Mrs. V. F. Bonsall, West 157th Street, Tuesday, May 9th, at 10.45 A. A Chairman for the coming year will be elect

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VOMEN AND THE CITY'S WORK

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ENDORSING EFFICIENCY AND ECONOMY

The Board of Directors of the Woman's Iunicipal League at its meeting of May 3d assed the following resolution:

WHEREAS it is stated in the official literaıre of the Woman's Municipal League that ıe purpose of the League is to promote mong women an intelligent interest in muniipal affairs, and to aid in securing permanent ood government for the City of New York ithout regard to party or sectional lines, it is

RESOLVED that the Board of Directors of ıe Woman's Municipal League endorse the dministration of Mayor Mitchel for its effiiency and its efforts for economy in the adiinistration of city affairs.

This resolution was carried.

Some Hard Facts About the Mitchel Administration

From the N. Y. Globe, May 3, 1916

The Mitchel administration, after two years and ɔur months of service, is able to point to many ɔlid achievements. The story is not a dramatic one, ıd relates to hard details rather than to glittering eneralities and soul-filling moralities, but there is eal substance in the record. New York, during the ves of those now living, has never been as well govrned as now—never has seen so close an approximaon to getting a dollar's worth of service for every ɔllar expended.

The administration has wrestled courageously an pertinaciously for the overthrow of the system b which the city is more than half governed fro Albany. . . . the administration has reduced th city's unjust supercontribution about $2,000,000 year. . . .

The Mitchel administration, with equal persis tency, has unceasingly shelled the entanglements c mandatory legislation with which all kinds of speci interests have surrounded themselves. . . .

The Mitchel administration, despite the growth i population, has reduced the administrative expendi tures of the city, and except for the direct tax impose by the state, the budget would be less for 1916 tha for 1915 . . .

It is not by accident that the cost of removing sno has been reduced from 52 cents a yard to 25 cent and that the cost of pavement repair has been reduce from $1.40 per yard to 90 cents. Except for the was compelled by mandatory legislation and except f the money annually "lifted" from the city by our u state rulers the tax levy would be down thirty forty points.

The saving has come without sacrifice of servic The Police Department, under Commissioner Woo is becoming a model one. The Fire Departme although costing $500,000 a year less, is able to po to the smallest per capita fire loss for fifty yea Pavements were never in better order. The Charit and Correctional departments have been revolutioniz and promise soon to be a credit instead of a disgra Seven miles of new docks are being constructed. agreement has been reached that will add 105 ac to Riverside Park and relieve the west side of surf tracks. The vicious practice of paying for short ti improvements with long time bonds has been stopp All along the line is seen the influence of the knowle that a hardworking young man was at the City H and was conducting the city's affairs not as a politic but as a business man and a humanitarian.

School News Take the Front Page War News the Second in Cleveland Newspapers

For over a year the people of Cleveland have b more interested in their schools than in any o matter of public concern. It has become a reg thing for the daily newspapers to relegate war n to the inside pages in order to put the school n on the front page. On several occasions the re

ı school conditions has backed everything else off ıe front page except the date and the weather.

This amazing result, if no other, has justified the dıucation Survey which is just nearing completion in leveland. Begun in April 1915, carried on under the rection of Dr. Leonard P. Ayres of the Russell Sage ɔundation, and financed by the Cleveland Founda-ɔn, at a cost of $40,000, this survey ranks not only nong the most comprehensive studies of public hool conditions ever undertaken in the United States, ıt it has developed a new technique for educating ıe community while it has been in process.

The survey findings are being published in 25 small oth bound volumes, each dealing with a separate oblem confronting the public schools and each epared by an expert in that particular field. The llowing list of titles* show how comprehensive the ope of the survey has been:

Measuring the Work of the Public Schools
Child Accounting in the Public Schools
Educational Extension
Education Through Recreation
Financing the Public Schools
Health Work in the Public Schools
Household Arts and School Lunches
Overcrowded Schools and the Platoon Plan
School Buildings and Equipment
Schools and Classes for Exceptional Children
School Organization and Administration
The Public Library and the Public Schools
The School and the Immigrant
The Teaching Staff
What the Schools Teach and Might Teach
The Cleveland School Survey

Monographs Relating to Vocational Education

Boys and Girls in Commercial Work
Department Store Occupations
Dressmaking and Millinery
Railroad and Street Transportation
The Building Trades
The Garment Trades
The Metal Trades
The Printing Trades
Wage Earning and Education

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*A set of the survey volumes may be consulted at the head-ıarters of the Woman's Municipal League, 42 West 39th Street, r ordered from the Russell Sage Foundation, 130 East 22nd St., ew York, at 25c. per volume.

Searching Criticisms of Reports First Public Conferences Later

It is worth noting how the community was "carried' while the survey was in progress. As each report left the hands of its author it was subjected before printing not only to the most searching criticism of the Director of the survey and the survey workers but it was submitted for corrections and suggestions to Board of Education members, the Superintendent of Schools, and those officials most interested in the special subject in hand. Some reports have been re-written as many as five times before being sent to the printer. After printing each monograph was given to the public and to the newspapers at a public luncheon given in one of the leading hotels. These public conferences which followed each other weekly grew so popular that the hotel accommodations were entirely inadequate to care for the crowds.

The True, Not the Sensational Has Sustained Public Interest

The most astounding thing of all is that the survey has revealed nothing sensationally wrong with Cleveland's schools. No charges of gross inefficiency and none of dishonesty have been made. The survey has simply made the schools of vital interest to the community by making the entire school system pass in complete review before the public eye. It has placed before the citizens a picture of their schools so accurate that it could not mislead, so simple that it could not be misunderstood, and so significant that it could not be disregarded.

It is a method worth the attention and study of public welfare workers everywhere.

IMPORTANT NOTICES

All members of the League are invited to the meeting of the Central Council of the League which takes place Wednesday, May 17th, at headquarters 42 West 39th Street, at 10.30 A. M. Committee and Branch Chairmen will present reports summarizing the year's work.

The Bulletin will suspend publication for the months of June, July, August and September, and will resume publication in October. Please send now to Miss de Lima at 42 West 39th Street, your suggestions for improved bulletin service next year. Do you like the size? the type? the subjects treated? Your suggestions are needed.

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MEN AND THE CITY'S WORK

lished weekly from the first Tuesday in October to the last Tuesday in May, inclusive, by the
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What We Should All Know About Our Streets

A helpful and practical booklet* for the se of children in our city schools has een prepared by Mrs. Julius Henry ohen, chairman of the Committee on treets of the Woman's Municipal eague, and member of the Advisory ouncil, Department of Street Cleaning. : has been approved by the Department f Education and when printed within week will be distributed in all the lementary schools in the city for use as ıpplementary reading.

The pamphlet condenses in sixteen ages a description of the city street eaning department, the duties of ouseholders, how refuse is disposed of, question and answer section, and or-inances worth remembering by citizens, oung and old alike.

The question and answer section :printed below indicates the kind of ıformation which is bound to be useful ır school civic leagues, clean up cam-aigns, etc.

* NOTE: The pamphlet when printed will be sent to :ague members and teachers upon request free of arge. To all others, the charge is 25c. Address oman's Municipal League, 42 West 39th Street.

QUESTIONS AND ANSWERS

1. What Department of the City government would you notify if the ashes had not been collected on your street for several days?
   Ans. The Department of Street Cleaning, in the Municipal Building.
2. If the sidewalks on your street are not kept clean, who is to blame?
   Ans. The householder, and he or she can be arrested for not keeping them clean, and you can be arrested and fined if you have in any way helped to make them unclean, either by taking your dog out or by throwing handbills or papers on the streets.
3. If the roadbed is not cleaned each day, who is responsible?
   Ans. The Department of Street Cleaning.
4. If snow has fallen, whose duty is it to clean the walk?
   Ans. The householder and he must have it cleaned within four hours after the snow has fallen.
5. If a dead cat or dog is lying in the roadbed of the street where you live, what should you do?
   Ans. Telephone to the Department of Health, corner of Walker and Centre Streets, Franklin 6280, or call it to the attention of the policeman on the beat.
6. When you eat an orange or banana on the street, where do you put the skin?
   Ans. Certainly not on the street, but carry it either to the nearest garbage can or paper can. You can be fined for dropping fruit skins on the street.
7. When you eat your lunch in the park, where do you put the paper?
   Ans. In the paper can, provided for that purpose. Should none be in sight, tie your papers and boxes neatly together and carry them with you until you find a can. When spending a day in the woods, we have frequently hidden the papers in a hole in the ground or partly under a rock. Nothing spoils a landscape more than unsightly papers and luncheon remnants.

8. When on the street or in the cars, what should you do with newspapers after you are through with them?

Ans. Throw them only into the paper cans provided on our streets for that purpose. You will find one at the foot of every elevated station and at or near every subway station, near each school building, and near every entrance to a park.

9. If street signs are lacking, to whom should it be reported?

Ans. To the Borough President

10-11. What becomes of the garbage and ashes collected on Manhattan Island?

Ans. Garbage is taken to Barren Island where it is cooked and pressed until the water and grease run out. The grease is barrelled and sold, much of it being exported. Before the war, a hundred barrels were sent to Europe a day! The solid material is pulverized and sold as fertilizer. Ashes are used for filling in marshy land and for making new land. Governor's Island and Riker's Island have both been made larger by this process.

. What becomes of the garbage and ashes collected on Staten Island?

Ans. They are burned in huge incinerating plants and converted into clinker which can be made into bricks and used for building purposes, and land filling.

. If the roadbed needs repairs, to whom should one write?

Ans. The Borough President.

If the sidewalk is broken, who must repair it?

Ans. The Bureau of Highways which is under the jurisdiction of the Borough President.

May we build a bon-fire or chop wood in the street? If not, why not?

Ans. No, it destroys the pavement.

16. Why should we care if our city is clean or dirty?

Why don't they keep the streets a little cleaner?
You ask with deep concern, not undue;
Why don't they keep the parks a little greener?
Did you ever stop to think that **they** means **you?** (From "Life.")

IMPORTANT NOTICES

To All League Members:
(Printed by request)

The Woman's City Club sends you a cordial invitation to the meeting called to consider the present controversy between the manufacturers and their 60,000 employees in the coat and suit industry. The City Club feels that this subject is of special interest to all women since they are the sole consumers of the products of the industry.

Both manufacturers and workers have been asked to appear. The day is Thursday, May 25th at 3.30 P. M. at the Aeolian Hall, 34 West 43d Street.

FRANCIS A. HAND, *President.*

Flatbush Branch:

The Branch will meet on Friday, May 26th, at the home of Mrs. Edgar S. Shumway, 472 East 18th Street, Brooklyn.

Waring Juvenile Citizens' League: The Tenth Annual Reception of the Waring Juvenile Citizens' League will take place on Friday, May 26th at 225 West 99th Street at 8 P. M. Tickets may be secured from Miss Marion Peters, Hotel Columet, New York, or from 42 West 39th Street.

Playgrounds and the New York Central Plans: At the Central Council meeting of the Woman's Municipal League on May 17th, which was a meeting open to all members, the following resolution was adopted:

That the Woman's Municipal League take a definite stand asking for more playgrounds for children, especially on the West Side, between 59th and 72nd Streets, in view of the possible destruction of the playgrounds in Riverside Park due to the reconstruction of the New York Central's railroad tracks.

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WOMEN AND THE CITY'S WORK

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MODERN SCHOOLS FOR NEW YORK CITY

A Study Showing What Is Being Done for Child Welfare in Six Districts of New York City and the Possibilities of Building Up a 'Child World' Through the Work-Study-Play Plan of School Organization

Report of the Education Committee of the Woman's Municipal League of the City of New York

Printed by direction of the Board of Directors

Compiled and arranged by
AGNES DE LIMA, *Chairman of Education Committee*

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THE QUESTION AT ISSUE

Shall 140,000 school children in New York City continue to receive less than five hours of instruction each day? Shall one hundred and fifty million dollars invested in New York City's school buildings remain unproductive except for a fraction of the time because it seems impossible to use school property extensively except between the hours of nine and three, five days a week, for less than forty weeks each year? Shall Boards of Estimate and Boards of Education continue to wrangle interminably over whether the city can afford to add another forty or fifty million of dollars to the already unproductive school plant so as to conform with the time-honored principle of "a school seat for every child" —and every one of the 800,000 school children of the city sitting in his exclusive seat at the same identical hours? Shall the richer opportunities provided for the children of the few in expensive private schools in the way of more science, handwork and industrial training, playgrounds and the chance to use them, swimming pools and gymnasia, etc., continue to remain beyond the reach of the children of the many? Shall the growing and ever more insistent demand of parents for the industrial training of their children be ignored because of the prohibitive cost of providing adequate shops in school? Shall the teachings of the greatest educators, Rousseau, Pestalozzi, Froebel, Dewey, with their insistence upon the individual development of the child, and the linking up of school education with the demands of society be disregarded because of the hide-bound inflexibility of a system grown too unwieldy to administer itself?

These have been some of the issues at stake which have brought school affairs in New York City to a crisis never before reached in educational history. It is more than a mere political controversy between two opposing factions in the city government as to who shall control school expenditures, it is more than the introduction of ingenious devices to meet the steady yearly increase in the school population. It is fairly and squarely an attempt to make over our schools in response to the demands of changed social and economic conditions. How New York City meets the crisis, and which of the several experiments now going on in the city schools it decides best meets the new demands is of supreme importance not only to this city but to the whole nation as well.

HOW WE APPROACHED THE QUESTION

Believing that in any controversy where public feeling runs high, there is need of information centers which shall distribute the facts, and clear away possible misapprehensions in the public mind, and believing also that no full understanding of the proposed changes is possible without an equal understanding of conditions as they are, the Education Committee of the Woman's Municipal League has addressed itself this

year to two distinct tasks: (1) the education of League members and the general public through a series of bulletins, public meetings, and school visits as to the details of the so-called Gary and Ettinger plans, and (2) a survey of local schools in several districts of the city together with child welfare agencies in these neighborhoods, to discover the degree to which children's needs are being met, and what still remains to be done. This report therefore summarizes the winter's work in these two fields, and carries with it the Committee's recommendation as to what in general should be New York City's policy in reorganizing its school system so as to meet more nearly the demands of the day.

Changed Social and Economic Conditions Demand a Change in School Ideals. Half the population of the United States now lives in cities. In 1880 nearly three-fourths lived in the country. Our city schools, however, are still very largely the kind of schools provided for country children. The full significance of the need of reconstructing our school system so as to make it responsive to city needs can scarcely be understood unless seen against this background:

> "It is impossible," says Professor Dewey, "to exaggerate the amount of mental and moral training secured by our forefathers in the course of the ordinary pursuits of life. They were engaged in subduing a new country. Industry was at a premium, and instead of being of a routine nature, pioneer conditions required initiative, ingenuity, and pluck— . . . Production had not yet been concentrated in factories in congested centers, but was distributed through villages. . . . The occupations of daily life engaged the imagination and enforced knowledge of natural materials and processes. . . Children had the discipline that came from sharing in useful activities— . . . Under such conditions the schools could hardly have done better than devote themselves to books. . . . But conditions changed, and school materials and methods did not change to keep pace. Population shifted to urban centers. Production became a mass affair carried on in big factories, instead of a household affair. . . . Industry was no longer a local or neighborhood concern. Manufacturing was split up into a very great variety of separate processes through the economies incident upon extreme divison of labor. . . . The machine worker, unlike the older hand worker, is following blindly the intelligence of others instead of his own knowledge of materials, tools and processes. . . . Children have lost the moral and practical discipline that once came from sharing in the round of home duties. For a large number there is little alternative, especially in large cities, between irksome child labor and demoralizing child idleness."

Our Present Schools Are Heritages of An Older Generation. Our present school system is simply the heritage of an older generation with certain new features such as folk dancing, after school athletics, wider use of the school plant, etc., added as so many appendages to the fundamental three R's. Even the most cursory examination of our city schools reveals how barren is the curriculum of the things the best educators now agree that children should have. We have clung to the old theory that school hours should be used exclusively for

formal text book teaching regardless of what kind of life the child may lead upon leaving the school door. The changes made in New York City to make the school meet the full needs of city children have been so limited as to be negligible. The traditional school which exists by the hundreds in our midst, opens at nine o'clock, keeps the children, except for "setting up exercises" a few moments of physical training, and 80 minutes a week of shop work and cooking in the two upper grades, sitting at their books until twelve o'clock, and again from one to three, then drives them out into the street. Millions of dollars are being spent by child welfare agencies which are attempting to counteract the demoralizing effect of city life. But these agencies, like the school reforms, have been organized piecemeal fashion, each one operating in its own limited territory, regardless of what others are doing. Nowhere has there been any conscious city-wide effort to build up what might be called a child world which shall use all available resources—schools, churches, settlements, playgrounds, etc.—to keep children wholesomely employed all day long. That these statements are based upon facts and not upon any of the sentiments which have been uttered with so much freedom in the press of late, is proved by the findings of the various branches of the League in their school surveys and canvass of neighborhood resources.

Conditions As They Are: Six branches of the Woman's Municipal League have rendered reports of conditions as they are in their districts. These branches are Greenwich, Yorkville, Riverside, Chelsea and Murray Hill in Manhattan, and Brooklyn Heights. The Manhattan districts cover the territory between Canal Street and 110th Street on the west side, and 14th Street to 96th Street on the east side. The Brooklyn Heights section includes the first three assembly districts.

At the beginning of the year a special questionnaire was placed in the hands of the various district chairmen, calling for answers to approximately 50 questions regarding the schools and child welfare agencies in their localities. In addition a special blank was prepared asking for facts about individual schools including age of the school building, number of classes and the school population, number on part time, whether or not there is an auditorium, number of shops, cooking rooms, gymnasium, kindergarten, and playground, also degree of community co-operation with the school, and a daily and weekly schedule of studies.

Number of Schools Covered. In these districts there are 65 elementary schools with a total registration of 83,496. $18,426,271 is invested in school property, including plant, sites and equipment, and $3,663,504.30 is the annual cost for teachers' salaries and supplies. While these registration figures represent a school population greater than the entire city of Kansas City and an annual expenditure for teachers' salaries

and supplies greater than the entire city budget of New Orleans, it must be remembered that the total number of elementary schools in New York City is 504, that the total number of children enrolled in these elementary schools is 729,213, and that the yearly budget assigned to the Department of Education for running expenses alone is $40,000,000.

Age of Buildings. As to the age of the buildings covered, it is worth noting that one building dates back to 1823, one to 1844, and six were built between 1850 and 1860. Fifteen more were built between 1860 and 1880, fourteen between 1880 and 1890, and only one since 1910.

It must also be pointed out that no part time exists in any of the districts covered by this study, except a very limited amount (600 children) in the Heights section of Brooklyn. Two Ettinger schools are located within the League's districts, No. 95 in the Greeniwch section, and No. 5 in Brooklyn Heights, but otherwise the kind of education given in the remaining 63 schools is the traditional type provided by New York in common with cities the country over.

Number of Social Agencies Outside the School. These districts are doing more, however, for child welfare than merely providing public schools. All told, the six branches reported that there were in the several districts: 28 parks including playgrounds, 23 settlements, 237 churches, 39 libraries, one public bath, two recreation piers, and two museums.

It should be considered that these 83,000 children must share these facilities with the grown people, plus all the children in private and parochial schools, and those below school age.

What the Schools Are Teaching. But to turn directly to the schools. Elementary School Circular No. 1, 1913-1914, gives the subjects which are taught in each grade and the number of minutes which must be spent on these subjects. This program with certain modifications was found to hold in all the schools visited by League members. A copy of it follows:

	1st Yr. Minutes	2d Yr. Minutes	3d Yr. Minutes	4th Yr. Minutes	5th Yr. Minutes	6th Yr. Minutes	7th Yr. Minutes	8th Yr. Minutes
Opening Exercises	75- 75	75- 75	75- 75	75- 75	75- 75	75- 75	75 -75	75- 75
Phys. Tr., Recesses, Physiology and Hygiene	300-450	180-210	180-210	150-180	90-120	90-120	80-120	80-120
English	570-780	690-780	690-750	600-630	480-630	480-660	400-480	320-480
Electives	.....	.....	.....	.....	.....	.....	.....	200-200
Geography	.....	.....	.....	90-120	90-150	90-150	80-120	.....
History	.....	.....	.....	.....	90-150	90-180	120-200	120-200
Arithmetic	90-125	180-240	150-240	150-300	150-270	150-240	200-280	200-280
Nature Study.	60- 90	60- 90	60- 90	60- 90	60- 90	60- 90	.....	.....
Science	.....	.....	.....	.....	.....	.....	80-120	80-120
Drawing	90-120	90-120	90-120	90-120	90-120	90-120	80-120	80-120
Sewing or Constructive Work	30- 30	30- 30	60- 60	60- 60	60- 60	60 -60	.....	.....
Shopwork or Cooking	.....	.....	.....	.....	.....	.....	80- 80	80- 80
Music	40- 60	40- 60	40- 60	40- 60	40- 60	40- 60	40- 80	40- 80

THE YORKVILLE CHILD
has less play space
than the Sing Sing prisoner
has cell space

The three Park Department playgrounds now open provide the 28764 school children with 2.7 acres of play space - or ⅓ sq. yd. per child. The private playgrounds offer less than ½ acre. The Dept. of Education has closed all the Yorkville Athletic Centres (afternoon play centres in school yards)

on account of lack of funds

IN YORKVILLE SCHOOLS

Girls have no science or shopwork

Boys below 7th grade have no science or shop work

IN GARY SCHOOLS

Girls have 80 minutes science or shopwork ⅔ of school yr.

Boys below 7th grade have 80 minutes a day shopwork or science ⅔ of school yr.

BOYS OF 7th & 8th GRADES

Have twice as much shopwork & 3 times as much science in Gary schools as in Yorkville schools

IN GARY SCHOOLS

These boys have
400 minutes shopwork
400 minutes science each week
⅔ of the school year
(equivalent to 266⅔ minutes a week throughout school yr)

IN YORKVILLE SCHOOLS

These boys have
80 minutes shopwork
80-120 minutes science each week
throughout the school year

This weekly schedule, while it shows what kind of subjects are being taught and how much time is given to each subject, does not give any idea of the extent of work which is being done in New York City schools for special classes of children. New York has set an example to the rest of the country in adapting the schools to the needs of such special classes of children as the blind, the crippled, the feebleminded, those with speech defects, the tubercular, etc. For the normal child, however, the old emphasis on purely academic subjects has persisted. How an ordinary child in the 5A grade spends his time may be seen from the following schedule filled out by one of the school principals in answer to our request.

MONDAY

Opening Exercises	9.00- 9.15
Nature Study	9.15- 9.25
Arithmetic	9.25-10.20
Music	10.20-10.40
Reading	10.40-11.00
Penmanship	11.00-11.15
Spelling	11.15-11.30
Geography	11.30-12.00
Nature Study	1.00- 1.15
Manual Training	1.15- 1.55
History	1.55- 2.30
Study	2.30- 3.00

TUESDAY

Opening Exercises	9.00- 9.15
Arithmetic	9.15-10.05
Spelling	10.05-10.20
Memory Gems	10.20-10.30
History	10.30-10.55
Physical Training	10.55-11.15
Penmanship	11.15-11.30
Reading	11.30-12.00
Music	1.00- 1.10
Composition	1.10- 1.50
Sentence Study	1.50- 2.10
Dictation	2.10- 2.30
Study	2.30- 3.00

WEDNESDAY

Opening Exercises	9.00- 9.15
Nature Study	9.15- 9.45
Arithmetic	9 40-10.30
Reading	10.30-10.55
Physical Training	10.55-11.15
Spelling	11.15-11.30
Penmanship	11.30-11.45
Hygiene	11.45-12.00
Ethics	1.00- 1.10
Manual Training	1.10- 1.50
Music	1.50- 2.00
Geography	2.00- 2.30
Study	2.30- 3.00

THURSDAY

Opening Exercises	9.00- 9.15
Nature Study	9.15- 9.35
Arithmetic	9.35-10.15
Spelling	10.15-10.30
Penmanship	10.30-10.45
Music	10.45-10.55
Physical Training	10.55-11.15
Reading	11.15-11.45
History	11.45-12.00
Geography	1.00- 1.30
Composition	1.30- 2.00
Sentence Study	2.00- 2.15
Dictation	2.15- 2.30
Study	2.30- 3.00

FRIDAY

Opening Exercises	9.00- 9.15
Memory Gems	9.15- 9.35
Arithmetic	9.35-10.25
Spelling	10.25-10.40
Penmanship	10.40-10.55
Physical Training	10.55-11.15
Reading	11.15-11.45
Civics	11.45-12.00
Music	1.00- 1.10
Manual Training	1.10- 1.50
Reading to Class	1.50- 2.00
Geography	2.00- 2.30
Study	2.30- 3.00

Special Progressive Features in the Schools. The Institute for Public Service has announced that it is collecting a list of "high spots" in the city schools in preparation for the National Education Association Convention in July. It is an encouraging task and the list is likely to be longer than now imagined by even those best acquainted with our school system. Such a list, for our purposes, however, must be checked up by another list telling just how many schools are benefiting from each "high spot" and how many schools are still unaffected. For example, here is a list of "high spots" for twenty-four schools in three districts covered by the survey with a total average daily attendance of 30,968.

"The High Spots"	No. Schools Benefited
School auditorium	6
Shop for boys	10
Cooking room for girls	13
Gymnasium	10
Model Flat	1
Lunch Room	6
School Library	10
School museum	4
Roof playground	1
School baths	11
School garden	1

"The High Spots"	No Schools Benefited
Schools Used for	
Night school	5
Lectures	4
Entertainments	3
Vacation playgrounds	12
Civic occasions	4
Recreation center	9
Folk dancing	3
Social club meetings	3
Social dancing	4
Co-operation from neighborhood agencies	15
Specific school improvements effected by outside agencies	7
Departmental teaching in upper grades	10

Beginnings Only. Such a list shows very clearly how small are the beginnings to adapt our city schools to the new educational demands. It is further significant to note that many of these newer features reach the children even in the schools where they have been installed for one or two grades only. For instance, nine schools out of twenty-four have a shop for boys which is used by the upper grades only for only eighty minutes a week (this does not include the shops in the Ettinger school No. 95 which is a special experimental school and whose shop work reaches the two upper grades only). Only one school out of twenty-four has a model flat, only one has a roof playground; only five are used for night schools; only four for lectures; only three for entertainments, etc., and these activities take place for only two or three nights each week for only a few months in the year.

The reasons for this paucity of opportunities to enrich school life are not hard to find. In the first place, the public has only begun to believe that such opportunities are needed, that they do not belong to the realm of fads and frills, but that unless they are introduced, the value of drilling children in the three R's will be seriously impaired. It is only just beginning to dawn upon us that we cannot expect a child to develop good health, intelligence, industry, or reliability if we give him book study for only nine hundred hours a year and let him loaf in the streets for three hours for every one spent in a school. But having discovered this truth, city officials and the general public are hard put to it to find enough funds to provide all the special features that are needed. As it is, the city has found it impossible to finance enough school accommodations to give every child a school seat at the place where the child happens to be, and the problem of part time is always with us.

Can Outside Agencies Help? A bulletin issued by the Woman's Municipal League this year pointed out that more money is invested in New York City churches than in New

York City schools. The latest tax exemption figures show that $284,049,791 is invested in church property, whereas, according to the auditor of the Department of Education, only $149,047,597 is invested in New York City's schools, sites, buildings, and equipments. A canvass of the number of agencies for child welfare outside of schools in Greenwich district (from 14th to Canal Sts., west of Broadway) shows that seven millions and three-quarters dollars are invested in churches, settlements, public libraries, and parks including playgrounds, as compared with three million invested in schools.

The question might naturally arise, therefore, do not the social agencies outside the school with their enormous resources save the children from the demoralizing effects of city life and supplement the education given by the school?

The returns from the various districts show what an enormous amount of work is being done by these social agencies. From no district were complete returns secured, but it is quite fair to claim that no district has yet co-ordinated all its child welfare resources, so as to meet in any way adequately the needs of all its children. Significant facts from six districts are given below:

Facts About Yorkville.—Out of the 32,342 children attending school in the Yorkville district, one in every ten has lessons in sewing or other manual training once or twice a week in settlements or church houses, and one in every ten has games or gymnastics once or twice a week.

19,411 children are registered in the Sunday schools in Yorkville. By a most liberal estimate made by the churches only 15,000 attend regularly.

According to the records of the Park Department, the average afternoon attendance at the three Yorkville playgrounds in March is 2581. Where do the other 27,000 children play after school?

Each of the three Yorkville libraries receives on the average one school class every other day for a period of forty minutes. This is the extent of the co-operation with the schools.

According to the estimate of the Parks and Playgrounds Association, 250 school children need a minimum of one acre play space. In Yorkville the Park Department provides one acre for 10,653 and 3/10 children.

Facts About Chelsea.—There are 10,513 children on register in nine Chelsea schools. There is only one settlement in the district which reaches 850.

There are five libraries in Chelsea, including the theological library and the Y. M. C. A. library which admits no boy under 17 except those taking their own school classes. The two public libraries have a children's room. There is no regular co-operation with the schools. "Any child coming to the library during school hours is investigated."

There are only two playgrounds in Chelsea, one on 18th Street and Tenth Avenue, and one in Chelsea Park. The total acreage of the parks and playgrounds is 3 and 5/10 acres. 10,513 children must play in this space or in the street. The one play street in the neighborhood is now closed.

As for the Chelsea churches, reports from seventeen out of the forty-six in the district who answered questions about their child welfare work showed how limited this work is when compared with the

number of children in the neighborhood and the variety of their needs. Out of the seventeen, most have Sunday schools, three have church societies working for children, five do summer fresh air work, three have girls' clubs, one has a boys' club, two have kindergartens, five have sewing schools, two have gymnastics, one has Boy Scouts, two maintain orphanages, two have parochial schools, one has French classes, one runs a vacation school, and one church, in addition to many of these activities, maintains a dental clinic, a medical clinic, a playground, a city history club, and a childrens' story hour. Few report direct co-operation with public schools, although the rector of one church is on the local school board. No figures were secured as to the number of children reached in the various activities reported.

Facts About Greenwich District.—11,238 children on register in the public schools. There is a large parochial school population in the district about which no exact figures could be secured.

To accommodate these 11,238 children after school hours there are 5 play spaces, 6 parks or squares, 1 recreation pier, one public gymnasium, one play street, 2 branches of the public library, 27 churches with children parishioners, and 4 settlements.

The Greenwich district playgrounds have a total of 2 and 5/10 acres and are active mainly **during vacation time only.** Two squares have play attendants during **vacation months** for 7 hours daily. The recreation pier is open from **July to Labor Day** from 10 to 5. Washington Square Park has a play center during **spring and summer.** Hudson Park is open the year round without play leaders. The public gymnasium is open from 10 to 3 daily and **every evening.** The one play street is open daily from **3 to 6.**

There are two public library branches in Greenwich. Each has a children's room open in non-school hours. Each receives a few children each morning for special library work in connection with school studies. Story hour with limited attendance once or twice a week. The Jackson Square Branch lends space for overflow school classes.

Greenwich district has 27 churches. 17 churches reach children in varying degrees through clubs, lectures, classes, amusements, outings, gymnasiums, play rooms, etc. Only 4 report co-operation with the schools, and one is "ready for the Gary plan."

Four settlements maintain clubs, classes, playgrounds, play rooms and kindergartens.

Facts About Riverside.—There are 13,220 children on register in the nine schools visited by this district committee. A member of the local school board of the 18th School District reports that two-thirds of the parents of the children in this district can afford to provide, and do provide, wholesome recreation for their children. She states that the remaining one-third, as well as the children in the 14th district adjoining, are in greater need of special opportunities, such as settlements, parks, playgrounds, etc. In the 18th District, all the schools are now used either daily or several days a week as athletic centers in the afternoon. They also maintain summer playgrounds, and are used in the evenings for recreation and club meetings. P. S. 54, for instance, has a Neighborhood's Social and Industrial Club, Boy Scouts, a Girls' Hygienic League and a Library Club, all using the school house after regular hours. The Mutual Improvement Association of P. S. 179, which meets monthly, helps the boy graduates to find position, follows them up after they leave school, and helps to keep boys in school.

The one play street in the district is open only on Mondays, Wednesdays and Fridays. Of the two public playgrounds in the district, one is for boys only and the other is open daily only during the summer.

No detailed returns have been received from Riverside churches. Of the fifteen reporting, most provide religious instruction, and in

addition industrial classes and other welfare work. The two public libraries in the district are used by public school classes to a limited extent—once or twice a week. The co-operation of the Museum of Natural History is extensive. The museum not only provides guides for visiting classes but sends traveling exhibits to the schools, provides lectures, and lantern slides, etc.

Facts About Murray Hill.—There are 9,353 children in Murray Hill. There are four parks, including Central Park, one playground and one recreation pier. Play is supervised in one park only and the recreation pier is open in summer only. Three out of the four public libraries have a children's room and two have a children's hour. There are six parochial schools in the district with a total register of 8,929. There are three private charity schools which reach 662 children.

Of the forty-eight Protestant churches and two Jewish synagogues, forty-five reported classes for religious instruction, with a total register of 7,995 children. Twenty-one churches reach 1862 children in sewing or other manual training classes, twenty-two churches reported 2217 in gymnasium and recreation work, two churches reach 18 children in civic classes. Two churches use their classrooms all the time, one church states that classrooms are used all hours outside of school hours. The average number of hours per week in which classrooms were used in thirty-five churches, was less than ten.

Nine Catholic Churches were heard from. Of these, eight reported 8,068 children in religious classes, five have 6.447 in sewing or manual instruction classes, seven have 7,643 children in gymnasium or recreation, and six have classes in civics. Seven churches reported their classroms in use from six to thirty-six hours per week.

Facts About Brooklyn Heights.—There are 18,491 children on register in the 14 schools of the district. Eleven parochial schools enroll 7,422 children. The district includes among its social agencies 14 settlements, guilds and missions, six parks with an acreage of 47½, five public libraries, four of which have children's rooms, eight equipped playgrounds, 44 Protestant and 14 Catholic churches.

Summary of Conditions as They Are.—We may summarize the conclusions reached by a survey of conditions as they are as follows:

(1) Our present city school system is the heritage of an older generation which used to secure a large part of its education outside of schools

(2) Children are still expected to spend the greater part of their school time sitting in school seats and quite passively receiving information given to them out of books and by the teacher

(3) The few attempts which have been made to vitalize the older curriculum and to enrich after school life have been inadequate

(4) They have been limited because the city is unable even to finance enough school seats for the children in the city at the place where the children happen to be, much less to provide expensive special features

(5) Such features as have been provided have been provided grudgingly in the face of a general public feeling that they were not really necessary, and they have therefore been rather added to than incorporated in the school system

SHALL THE SPECIAL ADVANTAGES NOW RESERVED FOR THE CHILDREN OF THE FEW BE EXTENDED TO THE CHILDREN OF THE MANY

THE MOST RECENTLY BUILT PUBLIC SCHOOL IN RIVERSIDE WAS ERECTED 1900
1841 children on register from Kindergarten thru eighth grade

The Building has
- 1 Gymnasium with free hand apparatus
- 2 Assembly rooms made by sliding back doors of classrooms
- 1 Science room
- 1 woodworking shop
- 2 Kindergarten rooms
- 1 Lunch room
- 1 School library with 800 books
- 1 School museum

A FAMOUS PRIVATE SCHOOL IN RIVERSIDE HAS
728 Children enrolled from Kindergarten to Normal School

The School has
- 1 Gymnasium with running track, showerbaths and modern equipment
- 1 Auditorium
- 1 Roof garden
- Nature study laboratory, biology, chemistry & physics laboratories used by elemetary children
- Wood-working shop, also machine wood shop, forging & moulding shop, metal shop, print shop
- 1 Lunch room on roof
- 1 School library with 10,000 volumes
- 1 School museum
- 3 Art Studios
- 1 Domestic Science room || 1 sewing room
- Open air classrooms

THE GARY PLAN BRINGS THESE SPECIAL OPPORTUNITIES WITHIN THE REACH OF ALL CHILDREN

A NEW YORK GARY SCHOOL NOW HAS
3195 Children on register and offers them in addition to classroom instruction work in
- 2 Drawing rooms
- Cooking room
- Sewing room
- Millinery room
- Print shop
- Pottery shop
- Carpentry shop
- Sculpturing class
- Garden and greenhouse (built by the children themselves)
- Gymnasium
- 2 Science laboratories
- 1 Kindergarten
- 5 Acre farm in Bronx Park
- A Playground measuring 1¼ acres

When the annex is built the school will have in addition:
- A swimming pool
- Domestic Science Kitchen and lunch room
- Model apartment
- School Library
- Dressmaking room
- Foundry
- Clay modelling room
- And other shops to be decided upon later

TWO WAYS OF LEARNING

HOW FRANCE LOOKS TO THE CHILD IN THE CLASSROOM

Exports — Imports

Mountain Ranges
Rivers — Boundaries
Large cities

FRANCE IN THE AUDITORIUM

Lantern slides of Paris
Moving Pictures of scenes from French history
Lectures by children in costume to class mates on picturesque Burgundy
Playlet gotten up by children dramatizing French customs

IN RIVERSIDE SCHOOLS
There is no auditorium open to elementary children

IN GARY SCHOOLS
Children have 80 minutes daily auditorium work to vitalize their bookwork

(6) Outside agencies such as churches, settlements, playgrounds, etc., cannot supplement the school defects, first, because there are not enough of them, second because under the present school system they lie idle during the five hours in which children attend school each day, and third because they too, like the special features in the school, have been regarded simply as "extras" and no co-ordinating agency has made them a part of a general and harmonious plan.

THE PROPOSED REMEDY.

The reason why the Gary plan is of nation-wide significance is because not only does it represent in concrete form the successful operation in a harmonious whole of the school reforms which leading educators believe in and which our city schools so woefully lack, but it has actually found a way to finance these reforms so that the per capita cost is no greater than that of Chicago or New York with their many old and ill-equipped school buildings and inevitable part time problem. Superintendent Wirt has squarely faced the fact that the modern school must become a children's community which shall provide not only the old time academic advantages, but the practical natural education of the old time shop and home which educated our forefathers. In addition, the modern school must provide wholesome opportunities for play and recreation which now children must find for themselves in the street, the alleys, the cheap vaudeville houses and the barren tenement homes.

The Modern School Builds Up a Child World. Once granted that our schools should build up a child world and make sure that children of all ages, from the nursery to the college, shall have wholesome opportunities to work, study and play every day in the year, all they should work, study and play, then any city, Mr. Wirt points out, can develop a work, study and play program best suited to its own needs and to its own individual schools. There is nothing new about any of the progressive features to be found in the Gary schools. Many visitors to Gary come back saying, "Why we have just as good vocational training in our system," or, "We also provide playgrounds for children." The only thing which may be said to be new about the Gary schools is that they have all the progressive features which educators have succeeded in getting piecemeal fashion elsewhere as integral parts of the school system, that they exist in individual schools on a scale not hitherto dreamed possible for elementary schools, and because Mr. Wirt uses all available facilities all the time, so that no part of the plant is idle at any one time, these progressive features make the work, study and play program cost no more per capita than that of cities which have the traditional type of school.

The Physical Equipment of a Modern School. Few of us realize just how completely Mr. Wirt has succeeded in meeting the demands of the modern school. Reading about the

schools in Gary is like reading about the schools in Utopia. Take for instance this description of the Froebel school which is given in a circular issued by the School Department:

> The building has the following rooms: Seventeen recitation and study rooms, three kindergarten and nursery rooms, two branches of the public library, two nature study conservatories for the care of plants, four science laboratories, two drawing studios, two music studios, two commercial rooms, nine manual training and industrial training rooms, two gymnasia 51x80 feet, two swimming pools with a refiltration system, and locker accommodations for 1,000 men in addition to the boys, and for 1,000 women in addition to the girls, an auditorium seating 1,000 and an auditorium stage 55x45 feet with a forty foot ceiling. This auditorium is used as a municipal theatre and last winter was filled on Sunday with children from 2:30 to 3:30, and with adults from 3:30 to 5:30. There are rest rooms for boys and girls, an office for the school physician, a dental clinic, and the usual administrative offices. The twelve-acre school grounds have gardens on either side, a playground in the rear containing a quarter of a mile running track, a baseball diamond, basketball and tennis courts for boys and girls.

Mr. Churchill on the Gary Schools. When you add to this physical description the long list of admirable pedagogical and social features inherent in the system, it is little wonder that visitors echo the sentiments of the ex-President of the Board of Education, Mr. Thomas W. Churchill, who after his western trip wrote so enthusiastically upon "The Amazing Schools I Saw at Gary":*

> "The things," he says, "that it wrenches the heart to accomplish elsewhere are commonplace there."
>
> Continuing, he points out: "The Gary idea is one of vocational training from the earliest days of school life. A kindergarten pupil, playing freely among the varied kinds of workshops, sees the older pupil at actual manual work, and later helps him in laboratory and shop. Still later he has his opportunity to become shop-worker of the sort he most wants to be. Behind it all is an impelling motive. Everything that is made is to be used as a definite part of the school supply or the school equipment, so that the strongest stimuli—curiosity, interest, imitation, motive, the sense of achievement—are all behind the child, urging him in the direction of a vocational aptitude and permeating every fibre of his being with a feeling of the dignity of labor. **Is not this idea applicable to the schools of our city or country?**
>
> "The Gary plan is one of fitness in the work of instruction—the specially trained teacher for the special subjects; the regular teacher for the academic subjects. This means a maximum efficiency and a minimum waste of effort on the part of the teaching staff. **Surely this idea is applicable to our schools.**
>
> "The Gary school has an eight-hour school day. Six hours of this time is taken up with the regular school program, including one hour for lunch, and the remaining two hours are spent in supervised play, supervised industrial occupations, or supervised agricultural occupations, as elected. **In other words, the Gary idea is to substitute supervised play and supervised occupational activity for the non-supervised play of the streets.**
>
> "The Gary idea is one of efficiency and economy in school administration. It means the widest use of the school plant. The Gary school is never idle; it is working every day and every

* See the *Delineator*, September, 1914.

week during the year; it accommodates pupils to the extent of double the number of class sittings; it does this through the widest use of shop, auditorium and playground. Because of flexibility in grading and promotion, a child who is withdrawn for any reason can resume work without danger of retardation, and vacation periods are not necessarily confined to the summer months.

"These are some of the lessons we have received from Gary, but **the most valuable of all is this,—the school is the children's school, the community center.**

"The more I think of it, the firmer is the certitude that the adoption of the Gary idea anywhere is practicable and easy. That it is highly desirable almost goes without saying."

Saving Millions by Giving Children Richer Opportunities. The reason why the adoption of the Gary plan is practicable and easy is, of course, due to its supreme triumph, that all cities can actually afford to install it. Indeed, as Mr. Howard Nudd, Director of the Public Education Association, has pointed out in urging the reorganization on the Gary plan of a group of twelve schools in the Bronx, "millions of dollars in initial outlay, thousands in annual upkeep and operation can be saved only upon the condition that more playgrounds, shops, and other long desired educational opportunities are afforded the children of the public schools." The following authoritative excerpt from the Joint Report on May 9, 1916, of the Committees on Education and Corporate Stock Budget of the Board of Estimate recommending a corporate stock issue of $5,900,239 for eliminating part time and double sessions, reducing oversize classes and providing for population increase thru the duplicate school plan, shows the saving possible:

1. By reorganizing present schools to eliminate part time and double session classes at a cost of $3,595,330.71, there are 26,482 children (69.7 per cent.) taken off part-time and 27,949 children (31.8 per cent.) taken off double sessions, and additional capacity provided for 531 classes or 21,771 children at a per capita cost of **$73.39,** as against a cost of **$265.54** per capita under the traditional school plan. Besides 161 classes are removed from unsatisfactory class-rooms and buildings. . . .

A great deal has been said concerning part-time and double sessions. **It is evident from the above that moderate money will go a long way in eliminating part-time and double sessions by reorganization on the duplicate school plan.**

The real school housing problem in New York City and in every city is not the elimination of so many children on part-time and double sessions. New York has 117,000 children on part-time and double sessions. But if the Board of Superintendents were to reduce to normal size the 309 classes with registers of above 55 and the 991 classes with registers of 51 to 55, and the 716 classes with registers of 50, and the 3,908 classes with registers of 45 to 50, such reduction of over-size classes would add 100,000 more children to part time and double sessions. And if the various emergency class-rooms and unsatisfactory school buildings were vacated, another 70,000 children would be added to part-time and double sessions. Of the total register 658,904 in the regular grades (1A—8B) (December 31, 1915), 287,000 might have been better off on part-time. A child in a

NOTE—For the calendar year 1916 Mr. Wirt was engaged by the Board of Estimate and not by the Board of Education as in 1915.

good school room in a class of normal size on part-time for four hours is better off than in an over-size class five hours or in an unsanitary and unsuitable class-room for five hours. The real problem in New York City is to provide new school-room capacity for 58,500 or one-half of the number on part-time and double sessions to relieve such conditions and in addition provide new school-room capacity for 85,000 children to reduce oversized classes and eliminate emergency and unsatisfactory class-rooms. **With the traditional plan this would necessitate the construction of 3,500 class-rooms at a cost of $42,000,000 on present estimated cost of $12,000 per class-room, and no provision would be made for future growth.**

The problem of providing a school seat for every child is not difficult, for New York City now has and always has had more school seats than children in the schools. The real problem is to provide a school seat for every child at the place where the child can use it in a shifting population, and to scrap the worn out plant and equipment. It would be interesting to know how many unused school sittings New York would now have if the City had been able at all times to provide a school seat for each child at the place where he could use it. **No city of any size has yet been able to provide satisfactory school accommodations on the basis of a reserved school seat for every child at the place where each child happens to be at the time.**

Public Document No. 8—1914, filed with the Building Committee of the Board of Education by the Board of Superintendents shows that from thirty-five to forty million dollars should be invested to secure much needed school facilities. The Joint Committees Report referred to above points out:

Although it is impossible to estimate accurately in advance of exact determination for each one of the several school districts the exact amount of money that will be required to reconstruct and extend the existing school plant in order to adapt it to a work-study-and-play plan of instruction in so far as may be required to eliminate part-time and double sessions, to reduce over-size classes, to provide necessary replacements, and take care of the growth in school population, **it is safe to estimate that approximately $6,000,000 a year will be required for three years,** if high schools are included.

The following gives in brief form the main facts as to official action taken in regard to the Gary plan in New York City:

BRIEF HISTORY OF OFFICIAL ACTION ON THE GARY PLAN IN NEW YORK.

June, 1914. Mayor Mitchel, Ex-Chamberlain Bruere, Ex-President Churchill, President Willcox, Associate Superintendents Haaren and Ettinger visited Cincinnati and Gary, Ind. Superintendent Wirt and Dean Schneider were asked to submit a report on plans for a demonstration in New York of what they had worked out in Gary and Cincinnati.

July 30, 1914. Superintendent Wirt submitted a report to President Churchill upon the possibility of securing pre-vocational training for all the children of the public schools in New York City by means of a wider use of the present school facilities. He recommended

> "That at least six schools representing different types or facilities be organized on the duplicate school plan in co-operation with community educational facilities; that school repair and construction shops be established in these schools, under control of the building, supply and auditing departments; that these practical shops in connection with the heating and lighting plants, lunchrooms, manual training, domestic science and art, etc., be used as pre-vocational and vocational education laboratories.
>
> That great care should be used in the selection of the buildings for these demonstration schools for unless the demonstration is carried on in such a way as to further the development of a school organization for the successful extension of the plan to other schools, no degree of success would make it worth while.
>
> That the cost of special shop and science equipment for these six pre-vocational schools would be approximately $150,000."

Aug. 11, 1914. Superintendents Haaren and Ettinger, at Mr. Churchill's request, reported on Superintendent Wirt's recommendations stating items in Mr. Wirt's plan which could be put into operation without and with modification and items of which they did not approve.

Aug. 12, 1914. At a conference at the Mayor's office the memorandum of Superintendents Haaren and Ettinger was discussed and the Mayor, not realizing the fundamental differences between Mr. Wirt's recommendations and those of Superintendents Ettinger and Haaren, recommended that the work of carrying out the experiment proceed as rapidly as possible. Mr. Wirt was not asked to come to the conference. Five schools were therefore selected by Superintendent Ettinger and equipment was installed therein without consulting Superintendent Wirt. By September the necessary changes had all been made and all that remained to be done was to install the equipment.

Sept. 16, 1914. The Board of Education approved the organization of pre-vocational work in five (5) schools and requested that Superintendent Et-

tinger be assigned to the organization and supervision of vocational schools and pre-vocational classes in elementary schools. The Board of Education, at the same time, also received Superintendent Wirt's and Dean Schneider's reports.

Oct. 1914. During October, Mr. Wirt was shown the (5) pre-vocational schools organized by Mr. Ettinger which was supposed to carry out the Gary experiment in New York. Mr. Wirt said that there were fundamental differences between Mr. Ettinger's organization and the one he proposed. In order to insure a trial of Mr. Wirt's type of school in New York City, the 1915 budget which was signed on October 31, included the unclassified amount of $236,500 for experimental work in vocational work which was not to be expended until plans for its expenditure had been submitted to, and approved by the Board of Estimate and Apportionment.

Oct. 28, 1914. The President of the Board of Education was authorized by the Board of Education to enter into agreement with Mr. Wirt and Dean Schneider for rendering expert services in connection with vocational, pre-vocational, co-operative and continuation schools and classes.

Dec. 23, 1914. Superintendent Wirt submitted to President Churchill a report stating why he could not use the five (5) schools equipped and remodelled by Superintendent Ettinger as the demonstration of the Gary plan of organization.

Mr. Wirt's Experiment in P. S. 89, Brooklyn.

Oct. 31, 1914. Parents and taxpayers of P. S. 89 Brooklyn, demanded relief from the congested conditions of the school.

Nov. 6, 1914. Superintendent Wirt reorganized the school.

Jan. 19, 1915. Superintendent Wirt reported to President Churchill regarding the changes made in P. S. 89 and made recommendations for further changes and for the expenditure of funds in making such changes which involved the building of an addition to the school.

Mar. 24, 1915. The Board of Education approved the organization and continuation of classes in P. S. 89 Brooklyn, as planned by Superintendent Wirt and requested $50,000 corporate stock for the addition to the school.

May 7, 1915. The Board of Estimate authorized this $50,000. The building of the annex is now under way.

Mr. Wirt's Experiment in the Bronx.

Feb. 24, 1915. The Board of Education authorized the introduction of pre-vocational training in the seventh and eighth grades in public school 45 in the Bronx.

Mar. 24, 1915. The Board of Education requested the purchase of a site adjacent to P. S. 45 for an annex.

April, 1915. Mr. Wirt submitted a report on a proposed reorganization of twelve schools in the most congested section of the Bronx.

June 9, 1915. The Board of Education requested $150,000 for an addition to P. S. 45 to carry out Mr Wirt's recommendations.

June 23, 1915. The Board of Estimate and Apportionment authorized the issue of corporate stock to the extent of $20,000 for the purchase of a site and $150,000 for the building of an addition to P. S. 45, the Bronx.

June 23, 1915. The Board of Education requested $620,000 corporate stock for the reorganization of twelve schools in the Bronx.

July 12, 1915. The Board of Estimate authorized the issue of corporate stock to the extent of $535,000 for additional land and additional buildings for the Bronx schools.

July 29, 1915. The Board of Estimate authorized a transfer of $52,260 within appropriations to the Department of Education to make necessary changes and install necessary equipment in eight (8) Bronx schools.

Feb. 1, 1916. Five (5) Bronx schools were reorganized on the Gary plan, (Nos. 6, 28, 42, 44, 53.)

Other Reports of Mr. Wirt.

Apr. 21, 1915. Report on the proposed reorganization of District 17, upper east side, Manhattan.

Apr. 28, 1915. Report on the proposed reorganization of Districts 6 and 7 Manhattan (lower east side).

May 7, 1915. Report on relieving congestion in P. S. 144 Brooklyn and adjoining territory and relieving part time.

Relieving Part Time.

Oct. 22, 1915. The Committees on Economy and Finance, Board of Education, and the Committees on Education and Tax Budget, Board of Estimate and Apportionment, agreed at a joint conference that the Board of Superintendents and the Superintendent of School Buildings

be instructed to report on the plans and the cost thereof to relieve all part time by the duplicate work, study and play school program. It was understood that the Board of Estimate would make available $5,000,000 for the carrying out of such plans.

March 8, 1916. The Board of Superintendents reported to the Board of Education that $10,129,326 would be needed to organize schools on the duplicate school plan if part time is to be eliminated and $12,464,784 if part time and double-session classes are eliminated.

Apr. 12 and 19, 1916. The Board of Education upon the unanimous recommendation of the Board of Superintendents voted to extend the duplicate school program to thirty-five more schools in the city. $4,002,195 was requested of the Board of Estimate to complete the Bronx reorganization in districts 25 and 26, including a new building, to extend it to two schools in district 23, the Bronx; to reorganize schools in districts 16 and 17, Manhattan; to relieve congestion in districts 31, 34, 39 and 40, Brooklyn, to replace old P. S. 29, Brooklyn, and to construct a new building to relieve P. S. 135, Brooklyn, and to provide additional accommodations for P. S. 6, Long Island City.

May 9, 1916. The Committees on Education and Corporate Stock Budget of the Board of Estimate presented to the Board of Estimate a Joint Report

> Recommending Corporate Stock in the sum of $5,106,222, for the purpose of altering old school buildings, acquiring new sites or additions to existing sites, and constructing new buildings or additions to old buildings in the more congested sections of the city, to the end that part-time and double session classes may be abolished, unsatisfactory and emergency classrooms and buildings abandoned, oversized classes reduced and expected growth in population provided for through the adoption of a duplicate school plan of organization.
>
> This figure does not include money for high school additions.

May 19, 1916. The Board of Estimate at its regular meeting voted $5,106,222 for the purposes named, and made clear that six million dollars would be made available yearly for two more years in order to relieve conditions and provide for population increase.

OPPOSITION TO THE PLAN NATURAL IF ONE STUDIES THE HISTORY OF OTHER GREAT REFORMS.

Every forward step, every new invention, has had to overcome inertia and brave the scorn of those strongly entrenched in doing things in the traditional way. There were riots in England when the printing press was first used. All eminent surgeons denied the germ theory of Pasteur and hundreds of thousands of people died. To claim, therefore, that eminent educators have found the Gary plan wanting, is no guarantee that it is wanting. And of course it must be borne in mind that one of our foremost educators, Dr. John Dewey, has come out publicly many times in favor of the Gary plan.

What Dr. John Dewey Says. In a letter to the Woman's Municipal League, Dr. Dewey says, "I am always glad to say that I regard Mr. Wirt's plan of organization as a great invention in the field of education, comparable to time and energy saving inventions in the industrial field, one which makes possible much greater flexibility in school programs and greater adaptation to community needs than the scheme of organization now in vogue." In answer to the plea that the plan be given a long period of trial and "evaluation" before extension, Dr. Dewey stated in a public interview in the New York Tribune of December 16, 1915:

> "I firmly believe that the work, study and play plan as developed by Mr. Wirt is one which secures full and efficient use of the school plant, which coordinates the educational resources of the community, and which makes practicable a richer and more flexible educational program than any other scheme yet presented. In our congested cities it offers the only feasible plan as yet suggested for the prompt abolition of the part time evil. As I understand it, the proposition (in New York) is gradually to extend the system to the schools where the part time evil already exists. This seems to me an eminently wise and practical procedure. Why evaluate further a plan which insures all these advantages to the schools and to the community?"

Not a Fixed Program. As already stated, the Gary plan is not any one set program or a definite form which constitutes a universal school ideal for all children; rather, it is a system of school administration which makes possible the providing of a great variety of school types so that all cities and all of the children in the various parts of the city may have the kind of school they need. There are only two fixed principles, (1) that cities should recognize that all children should be busy all day long at work, study and play under right conditions, (2) that in order to finance an adequate work, study and play program, cities must coordinate all available facilities of the entire community, which make for child welfare, so that all facilities supplement one another and are in use all the time.

Modifications Necessary Since Plan Aims to Meet Changing Needs. Since, therefore, every city and every individual school can have literally, any kind of a work, study and play program which best meets the needs of the children, **it will take time** to find out just what kind of study and how much, just what kind of play and how much and just what kind of work and how much, should make up such a program in each city. The system cannot possibly be installed all at once or by a single fiat of a Board of Education or Board of Estimate, nor must students of the plan be surprised if the plan changes frequently. Since it is a live program designed to meet live needs in a changing community, it is obvious that the program will be modified constantly. Mr. Wirt himself frankly says that since he started his experiment he has tried approximately fifty different programs. This is a sign of growth and not of instability, as lovers of an inflexible program are too apt to claim.

Other Elements in the Opposition Besides Traditional Fear of Change. The opposition which the Gary plan has aroused in New York City has undoubtedly in large measure been due to just this traditional hatred of change and fear of something new. It must also, of course, be recognized that a good deal of it is political and directed against the Mitchel administration which has sponsored the plan. Part of it is due to local resentment against a "rank outsider." Part of the opposition is due, of course, to an entire misunderstanding of what the plan is and what it will do, and to the spread of misleading and untrue statements about it.

MAIN ARGUMENTS AGAINST THE GARY PLAN, WITH ANSWERS.

An analysis of some of the main arguments against the Gary plan has been made from clippings from the school page of the New York Globe and from notes of public meetings attended by League members. They are set down categorically with their answers:

1. The fact that the plan has worked in Gary, a town of 50,000, is no guarantee that it will work in a big city like New York.

   If the plan were a fixed program there might be some ground for truth in this contention. It is not a fixed program, however, but simply the recognition of the fundamental principle that children should be under the care of the school all day rather than, as at present, spending three hours in the street for every one spent in the schoolhouse. This basic principle is certainly quite as true in New York as in Gary. Indeed, it might well be pointed out that there is greater need for such a conception of the school as a child world in New York than in Gary, and that New York with its myriad resources can more easily build up such a child world than "a

little town like Gary." Moreover, the program contemplates meeting the needs of each school and school neighborhood separately, rather than attempting to apply a blanket plan to the whole city at once. Any one familiar with New York realizes how the city is made up of small sub-cities, or an aggregation of "little towns like Gary." If the plan has worked in one school center out West, is there not hope of its working in each of the school centers of New York?

2. The plan is still in an experimental stage and should not be extended to other schools than those in which it is now operating.

There is nothing experimental about giving children more time for play on a well equipped playground, more time for shop work in a well equipped shop, an opportunity to learn to express in an auditorium every day, to give them specially trained teachers instead of teachers who attempt to be jack of all trades, to insist that the best facilities of the community be brought to the school, such as the museum, the art gallery, the library, etc., that the children may have them constantly at hand. There is nothing experimental about the longer school day, or all year school. The most progressive school systems abroad have longer school hours per day and more school days per year than in America. Parents of the well-to-do pay extravagant prices to private schools in order to get for their children the kind of opportunities offered by the Gary plan. For example, the Ethical Culture School, admittedly one of the most efficient private schools in the city, offers manual training, and art in the first grade, and introduces cooking, physics, sewing, shop work from the earliest grades up.

3. Because none of the schools operating on the Gary plan in New York City have their full quota of equipment, it is claimed that the Gary plan has not had a chance to prove what it can do, and therefore should be limited to present territory.

Anyone who studies the condition of the present Gary schools in New York and contrasts this with the kind of schools which prevailed under the old system, must admit that the Gary-ized schools are an infinitely better kind of school than the old ones. Take, for example, the story of P. S. 89 in Brooklyn. Before the introduction of the Gary plan the congestion in the school had become so intolerable that the local parents had arisen in indignant protest and demanded of the Board of Education the immediate erection of 14 portable buildings (es-

timated cost, $35,000) to be followed by a new building or annex ($170,000). Please remember that the conditions of which the parents with reason complained, were caused by the fact that 40 classes were trying to recite in 26 class rooms, a small auditorium and five cellar rooms, that the school was open from 8:30 to 4:30 on a part time arrangement which gave 28 classes only 4 broken hours of regular class room work, and an hour of study in the auditorium or playground, that 14 classes were reciting daily until 4:30, that when it rained and all the children were required to be in the building from 9:30 to 11:30, nine classes were forced to use the five cellar rooms at one time as study rooms. The new program was introduced practically over night, did away entirely with part time and provides just as much time for class room work for every child in the school under the regular schedule now in force in New York, plus the periods in the auditorium and playground as shown in the schedule, and all without costing a penny.

Children are receiving enriched opportunities also, in class rooms which have been changed into science laboratories, a music studio, drawing studios, and history and geography rooms. The school physician states that the children's health has materially improved since the plan was put into operation, and several tests which have been made of the academic standing of the pupils by Associate Superintendent McAndrew and by Dr. Buckingham, show how remarkably well the children of this school stand in relation to children in the neighboring traditional types of school.

If, therefore, the academic standing of the children has improved, their health has improved, and if the vicious old part time system has been done away with, so that every child in the school receives a full day's schooling plus auditorium and playground periods, how can any one claim that the Gary plan in P. S. 89 has not proved that it has helped the children of that school even though not a bit of equipment has been provided?

4. The teachers do not like it. Many of their organizations have gone on record against the plan. Visitors to Gary find the teachers overworked.

It must be noted that many teachers after trying the Gary system a little while, like it. Thirty-seven out of forty-three teachers in Public School 89 in Brooklyn, after a year's trial of the new plan, made a statement they would be unwilling to return to the old system. It is a program which empha-

sizes things which the old type of school never emphasized, such as freedom from formal discipline, flexibility, etc. It calls forth the ingenuity and originality of the teacher and gives her an opportunity continually to relate her academic teaching with the practical activities of school life.

According to the Vice President of the Teachers' Federation in Gary, the teachers there deny that they are overworked, and claim that the longer school day and the insistence upon individual initiative will do more to elevate the standard of teaching as a profession than anything else.

5. Departmental teaching in lower grades unwise. Too many personalities distract a child.

The best private schools have departmental teaching all through the grades. Many educators claim that teaching must become necessarily more and more departmentalized in order to gain the best results. Mr. Wirt, however, leaves this question to be decided by the individual principal, as to whether he finds departmental teaching helpful or detrimental in meeting the needs of his particular school.

6. Incessant changing from one class room to another and from class room to shop and playground is bad for little children.

Incessant sitting even with occasional "setting up exercises" is worse. The average child is a bundle of twist, wriggle and squirm, as Mr. Wirt has pointed out, and it is working directly against nature to confine children to school desks all day. Dr. Thomas B. Hegeman, Medical Supervisor of the district in Brooklyn where Public School 89 is located, says "As a result of changing about and the increased outdoor periods, the children of this school have been freer from contagious disease than ever before, and I have noted fewer cases of nervousness, fewer anaemic children, and fewer cases of malnutrition, than in neighboring schools where the old system is in force."

7. Any double session plan, whether Mr. Wirt's or any other plan, has certain inherent evils because some children under such a plan cannot have academic work until late morning and others have hard academic studies in late afternoon.

This is a statement based upon presumption only. Fatigue curves, a subject little studied so far have all been plotted for children studying in the traditional way with little variety in their work. It is possible, however, to arrange the schedule as in P. S. 89, so that all the hard academic studies

come in the morning. The academic tests made by Dr. Buckingham, formerly chief statistician in the office of City Superintendent of Schools, show that in spite of the fact that the two Gary schools, when tested, had scarcely recovered from the throes of reorganization and from the effects of acute part time existing before reorganization, that the Bronx Gary school made greater progress than its companion traditional school, and that the Brooklyn Gary school was not only better in both tests than all the other Brooklyn schools, but that a larger percentage of its children improved in all subjects than in all of the other tested schools in the city combined.

8. The Gary plan introduces many novel changes in the interests of economy and sets the dollar above the child.

This is a specious statement easy to make but hard to prove. An analysis of any of the methods of saving teachers or expenses introduced by Mr. Wirt shows that each is based upon sound pedagogical or social principles. They include:

(1) Reduction of number of teachers on the playground, to four for twelve classes. This is the standard Mr. Wirt claims of the best playground experts who are vigorously opposed to over-supervised play.

(2) Reduction of number of teachers in auditorium resulting in so-called "mass instruction."

Such a term shows how little those using it understand the daily auditorium period which Mr. Wirt believes should be the clearing house for the school's activities by giving the children an opportunity to bring dramatically before their classmates anything of particular interest which has happened in the school. This includes lectures by the children themselves, edutional moving pictures, dramatization of history, geography or hygiene lessons, gymnastic exhibitions, debates, etc. "The class, not the teacher, should give the program," says Mr. Wirt, and the success of the auditorium period depends upon the degree of ingenuity and initiative which children are called upon to develop.

(3) The use of children as "helpers," or as "monitors."

Both are of sound pedagogical value. When questioned upon this point at the meeting of the Board of Superintendents

last Fall, Mr. Wirt stated that allowing children, after they have spent the greater part of the time allotted to science, shop work and drawing under expert teachers, to go back and assist their teachers by explaining the subject to their classmates helps the children to clarify their own ideas. "Teachers have told me repeatedly," Mr. Wirt says, "that they have learned more about their respective subjects during their first year of teaching than previous to that time. If we want children to be self reliant and responsible after school, then let them develop these attributes in school." Mr. Wirt pointed out, however, that if this idea did not appeal to local superintendents as of pedagogical value, it could be eliminated.

(4) Objection is made to having children work with the school workmen in order to get their vocational training. It is maintained that such training becomes casual and unorganized instead of being "organized and sequential" as is the instruction given at present. The ideal of the older school was to train children for life. According to Mr. Wirt school is life for the child.

"When you have provided a plant where children may live a complete life eight hours a day in work, study and play, it is a simple matter to permit the children in the workshops under the direction and with the help of well-trained men and women to assume the responsibility for the equipment and maintenance of the school plant. An industrial and commercial school for every child is thus provided without extra cost to the taxpayers." "The school, like the old-time industrial home and community, has a great amount of real work that is now being done and must always be done in connection with the equipment and maintenance of its buildings, grounds, laboratories and shops. There is a great variety of this maintenance and equipment work and types can be selected suitable to every stage of child development. Just as the child formerly participated in the real industrial activities of the home, why not let him participate in the real industrial activities of his school? The school heating plants, the repair and equipment shops, the lunchrooms, the storerooms, the school offices, can all become laboratories for the industrial and commercial education of the children."

"The facilities provided are not only varied and adapted to the child's needs, but they are

real; the work must be done, the children receive direct benefits for they are working for themselves; and they are participating in a real industrial business in an environment similar to that of the old-time industrial home and community."

"The school carpenter, painter, plumber, electrician, cabinet-maker, sheet-metal worker, machinist, blacksmith, foundry-man, pattern-makers, printer, engineer, potter, nurse, dentist, physician, landscape gardener, architect and draftsman, accountant, storekeeper, office force, lunchroom managers, designers, dressmakers, milliners, etc., all take the places of the fathers and older brothers in the old-time small shops and of the mothers and older sisters in the old-time homes."

Visitors to the New York Gary schools must have observed how effectively the children run the lunchroom service in those schools. Domestic science is not merely a special subject but the children actually help buy the food and prepare a lunch which is sold at profit. It is one thing to bake a cake according to recipe in a cooking lesson; it is another to bake a cake which must meet market standards and be good enough to sell over the counter.

9. How can a Gary school which requires ample play space be organized on the crowded east side?

It is possible to secure 40 square feet of play space for each child playing if all do not play at the same time and peak loads are eliminated. In the Wirt program there are never more than one-sixth of the children playing at any one time.

Mr. Wirt believes that many old schools in New York should be torn down because they are unfit for use. The property should then be sold and the funds thus secured used for buying the necessary school improvements. His special report on reorganizing the schools of districts 6 and 7 Manhattan shows how this can be done.

10. The New York Globe has pointed out that Mr. Wirt proposes schools of an enormous size and with large class registers.

Mr. Wirt believes that a seventy-two class school having a register of approximately three thousand children, is a school wherein it is possible to secure the best variety of shop activities, of special science laboratories and drawing studios to give the child an acquaintance with the varied activities of the school community life which will help to vitalize his daily work and increase his interest in school. In erecting new buildings Mr. Wirt advocates sev-

enty-two class schools. When he has recommended larger schools in New York, it is only because New York had already erected huge buildings with as many as ninety classes, and Mr. Wirt believes that their huge auditoriums and playgrounds should be used.

Mr. Wirt does not recommend larger classes. The average attendance per class in Gary in 1914—15 was 28.48 as against 34.08 in New York City. Mr. Wirt has frequently stated that as soon as the part time evil has been abolished, through the introduction of a work, study and play program, that funds saved through the introduction of the duplicate school plan should be used for reducing class registers.

11. It is objected that the "religious feature" which permits children to leave school for a period each day in order to secure religious instruction is a dangerous opening wedge for introducing religious teaching into the schools and that it will foster creed consciousness among the children.

Mr. Wirt has testified on several occasions in New York when the matter has been publicly discussed, that every church in Gary is giving religious instruction to children in extra hours which are not used in the classroom. He has never been able to find, he stated, the slightest mark of sectarianism in any of the children or the least trace of ill feeling among the churches over the question of education. Mr. Randolph Bourne, in "The Gary Schools," says:

"The Gary plan holds no brief for religious instruction. What it tries to do is to co-ordinate the community child welfare agencies with the school. The lengthening of the school day absorbs an hour which would otherwise be spent by the city child in the street or at home, church or settlement. All the Gary school does is to organize and systematize this hour. . . . Into the scheme the church enters merely as a community institution. As long as any considerable number of the parents of the children in a school believe that religious instruction is valuable, no public school which is really public, can refuse to release children for this purpose just as it releases them for playgrounds, settlements, libraries, home music or other instruction. This outside time is not taken from classrooms. No child is excused unless the parents make formal application."

and it must be borne in mind that children are never excused for religious instruction. They are simply released to their parents for an out-of-school period which may be used by the parents as they see fit. In each case the parent must write a note asking to have children excused for outside activity, and stat-

ing "I do not want my child to come to school until 9:30 A. M.", or "I want him to end his school day at 2:30", or "I want him home for the period before or after lunch." What the child does out of school in any of these periods is no concern of the school. It is an out-of-school period and no record of how it is spent is kept at the school.

This feature is not an essential one of the Gary plan; for example, it has been introduced into only one of the seven schools operating at this time under the Gary plan in New York.

12. No city of any size has adopted the Gary plan to any extent. Chicago, the city nearest to Gary, has never seriously considered it.

New York City was the first city in the United States to build and operate municipal subways. New York City's school reforms have led the country in many notable respects. What New York decides about the work, study and play program will help cities the country over to decide either for or against reorganizing their schools so as to meet the demands of the day.

It is worth remembering, in regard to Chicago, the statement made by that city's most progressive school superintendent, Mrs. Ella Flagg Young, who in her 1912 report, said as follows:

> "With the enlarged ideal of education which makes imperative gymnasiums for physical education, shops, and cooking and sewing rooms for manual training and household arts, pools for swimming, assembly halls for festivals and gatherings of children, a new conception of accommodation and distribution of pupils must underlie our organization of a school. Not an application to organize so as to make effective use of the entire building has been made by any principal who has visited Superintendent Wirt's schools at Gary and admired the plan by which he is utilizing the whole building all the time. Some have endeavored to demonstrate that admirable as it is for Gary, it is in both high and elementary schools out of the question for Chicago. Why is it admirable for Gary and impossible for Chicago? Because it will require a complete readjustment of our idea of a school seated for work when the tardy bell sounds. We have always stood guard watching to see that every child was seated in the school chair having in front of it a desk screwed to the floor."

DIFFERENCES BETWEEN THE ETTINGER AND THE GARY PLANS.

In five schools of the city an experiment is going forward which in some respects resembles the Gary plan of operation and which indeed, many people confuse with it. We refer to the Ettinger prevocational schools which since September,

1914, have gone steadily ahead with their special type of work. These schools it should be noted were the ones selected by Dr. Ettinger in which to make the modified Gary experiment.

The Ettinger Plan Reaches the Children of the Upper Grades Only. The Ettinger plan aims to give fundamental types of industrial work to adolescent boys and girls of the upper grades. Pupils of the seventh and eighth grades are permitted to choose whether they wish to continue their academic work or to try themselves out in such shops as sheet-metal, plumbing, machine shops, carpentry, modeling, industrial art, electric wiring, printing, sign painting, garment design, millinery, dressmaking, power machine work, novelty work, art weaving, bookbinding, and homemaking. A pupil electing to take this work receives shop instruction for one to three hours a day. He remains in the shop for an entire term and then has to elect a different shop, so as to secure a wide range of experience. "By rotating from shop to shop at stated intervals until some line of work is discovered in which the child is interested, it is planned to offer a concrete basis for the choice of a vocation and to offer a certain amount of pre-vocational training."

The Gary Plan Reaches Children in All Grades. "Under the Wirt plan, there is no class distinction between academic and vocational pupils. Work activities are afforded all children in all grades in the belief that all children need helpful and practical work along with study and play as a means of developing their faculties rather than because they may be forced prematurely from school into practical life. It is believed, however, that if a child should be so forced into an early wage-earning career he will be well prepared to thrive subsequently through having become accustomed to real work from his earliest years. It is believed, furthermore, that children will be more inclined to continue at school beyond the sixth grade where the falling off is now most acute, because of the vitality of the school work they have had before reaching that point than because of a promise of more interesting things to come."*

The Ettinger Plan Insists Upon a School Seat for Every Child. The duplicate school organization of the Gary plan is provided to the extent that such organization is necessary to relieve congestion. Dr. Ettinger stated, at a public luncheon given at the City Club last Fall, that his duplicate school plan was only a makeshift and that the fundamental ideal must always be to provide a school seat for every child.

Duplicate Schools an Integral Part of the Gary Plan. On the other hand, the duplicate use of all activities is an integral feature of the Gary system. As Mr. Wirt points out, "In school buildings where there is ample room for all the children in a single school, it would be absolutely necessary to divide this single school into two duplicate schools and use

*From Bulletin, No. 26, by Howard W. Nudd, of the Public Education Association.

only a part of the building in order to give the children the greatest possible opportunities." It is a prime essential of the Gary program to have every part of the plant in use every hour of the day. Some children are always in the shops, others in the auditorium, others on the playground, others in the special laboratories, music rooms, and art studios. In this way special teachers can be employed all day long for special subjects. Obviously, too, no city could afford, even if it were desirable, to provide enough class rooms, enough playgrounds, enough libraries, enough shops for all children to use each at one and the same time.

Multiple Use of All Facilities. The Ettinger plan does not provide for a multiple use of all facilities for all children. There is a multiple use of some facilities for some children. Thus in the Ettinger school, P. S. 64 Manhattan, "the park and the gymnasium of Christodora House is used continuously from 9:30 to 2:30; the auditorium is used continuously from either 8:30 or 9:30 to 11:30 for assembly exercises and from 1:30 to 2:30 for study periods; the public library is used on Tuesday and Wednesday mornings." In this same school each teacher accompanies her official class to the auditorium; children of the four lowest years do not have auditorium work as they do under the Gary plan; the auditorium is used for study period only, whereas under the Gary plan, it is used for special auditorium work all day; classes in P. S. 64 do not report to the auditorium every day as they do under the Gary plan. No attempt is made under the Ettinger plan to make the number of teachers in the playground conform to the number usually assigned on public playgrounds, or to make use of pupils as helpers, points which have already been referred to on page — of this report.

The Ettinger Plan Does Not Meet the Needs of All City Children. From the foregoing comparison of the two plans it must be plain that the Ettinger plan is not a thoroughgoing reorganization of city schools to meet the new demands of city life. It aims merely to meet certain needs of certain children in the two upper grades, and it is a fair question to ask whether these enormously expensive shops should be installed merely to reach a handful of children, when all children, presumably, need opportunity for vocational training. Over 21,000 children last year left school in the seventh and eighth grades. The law permits them to leave at fourteen, provided they have reached the seventh grade. The Ettinger plan, therefore offers vocational training after thousands of children have reached the age where they may drop out and where they do drop out. The plan also offers work in a variety of different shops in the hope that children may discover their aptitudes. As Dr. Maxwell has pointed out, "Very frequently sophomore students in college cannot make an intelligent selection of studies. How then can intelligent selec-

Why not all round character developement rather than pointed industrial training?

WHICH IS BETTER?

Under the Ettinger plan

Book-work for 6 years possibly for 8. A few children in two last years may choose intensive industrial training

Under the Gary plan

Equally balanced opportunities for book-work, shop-work and play during all years of school life.

SOME PERTINENT QUESTIONS

Why should only 386 children out of 2394 have these special advantages?

What industrial training inside this plan would the thousands of children receive who leave school before reaching the 7th grade?

Do you believe that intelligent selection of future vocation can be expected from babes of 12? —

Do you believe in class education or in all round developement?

IN YORKVILLE

only 2360 of the 28764 school children play in the playgrounds each day: Where do the other 26404 play?

IN GARY

All the school children play every day in The playgrounds.

SUMMARY

Of Conclusions Reached About the Gary Plan and the Ettinger Plan.

1. Dr. Snedden, Commissioner of Education of Massachusetts, says: "The Gary plan in its underlying theory, in its plans, and certainly to a large extent in its practice more adequately meets the needs of city children than any other system of which the writer has knowledge."

2. It meets these needs by frankly recognizing that it is the school's business to build up for children a child's world where all children may be kept busily and happily employed every day in the year in wholesome work, study and play.

3. It therefore provides as integral parts of the system in every school and on a scale not hitherto dreamed possible for elementary schools, facilities such as playgrounds, gymnasia, swimming pools, a great variety of shops, special rooms for nature study, music, art, etc., which hitherto other cities have provided piecemeal fashion and in "high-spots" only.

4. It is able to finance such reforms through applying to public school management the principle long in use in large industrial plants, and that is to avoid "peak loading" and to keep every part of the plant, and all co-operating agencies for child welfare in use all day long.

5. As results of its application in New York City show, it relieves at one stroke wherever applied the intolerable part time problem, and not only gives every child in all grades a full day's schooling, but provides an additional hour in the auditorium, the playground, and the shop. This program in the school where it has been tried longest has resulted in better health for children and a remarkable academic standing when compared to other schools, although as yet the school lacks the necessary equipment.

6. That public officials appreciate its benefits seems evident from the fact that the last official action of the Board of Education was to vote upon the unanimous recommendation of the Board of Superintendents that the duplicate school plan be extended to certain part time schools, raising the total number to be operated on the plan to 50 schools. The last official action of the Board of Estimate has been to vote nearly six million dollars for the abolition of part time and double sessions through the adoption of a duplicate school plan.

7. Opposition to the plan, when analysed appears to be partly due to the traditional fear of something new, partly to political opposition to the present city administration, partly to narrow and provincial prejudices against an outsider, and partly to a complete misunderstanding and misinformation as to the plan itself.

8. The plea for a longer trial before further extension should be honestly analysed. Is it a plea for the indefinite postponement of the plan, and meanwhile the poisoning of the

public mind against it for political reasons, so that extension will be impossible; or is it an honest feeling that time is needed for any "new" plan to prove itself? If it is the latter feeling, we must face the fact that the plan is not new, that it provides simply what private schools are providing, and what educators are working for everywhere, and that the time element must necessarily enter in because it takes time to equip new schools, install equipment, etc.

9. The Ettinger plan does not meet the needs of city children as adequately as the Gary plan because it provides the special opportunities for children of the two upper grades only, who may elect to try themselves out in trade work, it reaches children after many have dropped out and it is a fair question whether intelligent selection of future vocations can be expected of "babes of twelve."

FINAL RECOMMENDATION

The following recommendation as a result of our winter's study of local school conditions and what the Gary plan holds out to city children is therefore made:

Whereas: The rapid change in social and economic conditions demands a corresponding change in educational methods, and

Whereas: Our present city schools follow too much the traditional type which provides a wealth of book study, but which leaves the education which comes from activity to outside agencies, and

Whereas: Such reforms as have been introduced have been introduced piecemeal and in the face of a general public feeling that they were not really necessary, and

Whereas: Modern cities faced with a steady yearly increase in school population have been unable to finance on the basis of a school seat for every child at the plan where the child is, adequate accommodations for their children, and

Whereas: Educators have, therefore, been unable to get widely for children the new features which all believe in, and

Whereas: Outside agencies such as churches, settlements, libraries, etc., cannot supplement the schools' defects, and

Whereas: The Gary plan which recognizes that all children should have adequate opportunities for wholesome work, study and play, and which through the multiple use of the school plant and all co-operating agencies has made it possible for cities to finance such a program with enormously increased facilities, such as playgrounds, shops, branches of the public library, etc., and

Whereas: The results of the Gary plan in the schools in which it has been tried in New York clearly prove that not only will it solve part time but that it improves the health of the children, keeps their academic standing up to a high mark,

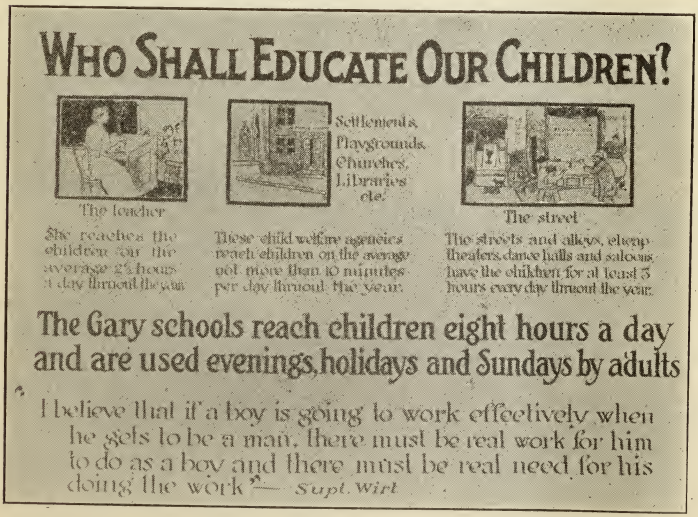
and gives them in addition to the fundamental three R's, enriched opportunities on playgrounds, auditorium, and shops, even without the necessary equipment, and

Whereas: The Ettinger plan, while meeting certain needs of adolescent pupils in the two upper grades and combining many of the excellent features of the Gary plan, such as co-operation with outside agencies, does not contemplate giving all children in all grades the opportunities to work, study and play, and

Whereas: The Gary plan for the reasons enumerated above more nearly meets the needs of city children than any other plan, therefore be it

RESOLVED: That the Committee on Education of the Woman's Municipal League urge the Woman's Municipal League to uphold the efforts of the present Board of Education to extend the work, study and play program to schools which are badly congested and to give its operation in these schools every chance to prove its fitness, and be it further

RESOLVED: That this Committee on Education be permitted to continue its educational work in keeping the public informed about the Gary plan, to urge the installation of necessary equipment as quickly as possible in the schools in which the Board has voted to extend the plan, and to co-operate as fully as possible with agencies such as the Public Education Association, and the Gary School League, which are trying to secure a just public understanding as to how the plan will help meet the needs of city children.



APPENDIX

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Mrs. O. H. Cheney, representing Greenwich District.
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Miss Susan Vananden
Mrs. Poseph P. Wintringham

Also Helped on Survey.

Miss J. L. Dickinson
Mrs. Charles W. Wheeler

WHAT TO READ ON THE GARY PLAN

(These reports may be consulted at League headquarters, or secured from the authorities named.)

Reports by Mr. Wirt

A Report on a Plan of Organization for Cooperative and Continuation Courses—submitted to Board of Education on July 30, 1914.

The Reorganization of Public School 89, Brooklyn,—January 19, 1915.

Work-Study-and-Play School Reorganization for Districts 6 and 7, Manhattan,—April 28th, 1915.

Report upon Proposed Reorganization of 12 Bronx Schools—April 1915

Report on P. S. 144, Brooklyn,—May 7, 1915.

Report on Proposed Reorganization for District 17, Manhattan,—April 21, 1915.

Supplementary Reports Bronx Schools.

Reports by School Officials

The Public School System of Gary, Ind., by Wm. P. Burris, U. S. Bureau of Education—Bulletin 1914, No. 18, price 15c. Address Bureau of Education, Washington, D. C.

Report on Gary, (Ind.), Schools—Joseph S. Taylor, District Superintendent of Schools, NewYork City,—(Educational Review, May, 1915).

The Gary System—its Pros and Cons for Other Cities.—David Snedden, Commissioner of Education of Massachusetts—"(Educational Administration and Supervision"—June, 1915).

The Gary System—*Report of the Committee appointed by the Syracuse Board of Education to investigate the school system of Gary, Ind. Address Superintendent of Schools, Syracuse, N. Y.

Report on the Gary Schools—*Edward B. Shallow, Associate City Superintendent of Schools, New York City,—(Brooklyn Eagle, March 21, 1915). Copy on file at League headquarters.

Survey of the Gary and Prevocational Schools;* 17th Annual Report of the City Superintendent of Schools, 1914-1915. Address City Superintendent of Schools, 500 Park Avenue, New York City.

Other Reports and Two Books

A Reply to Associate Superintendent Shallow's Report on the Gary Schools—by Alice Barrows Fernandez. Address, 42 W. 39th St,, N.Y.

"The Amazing Schools I Saw at Gary"—Thomas W. Churchill, Ex-President New York Board of Education. See Delineator, Sept. 1914.

Public Education Association, (8 West 40th St., New York.) The Schools of Gary—Harriet M. Johnson. Bulletins Nos. 26, 28, 29 include, "What the Gary Plan Means in the New York Schools"—reprint of letters to the daily press by Howard W. Nudd, Director of the Association. "A Gary School's Success in New York City"—report on P. S. 89 Brooklyn by Associate Superintendent, William M. Andrew, and "Evaluating the Gary Plan in New York City,"—a critical analysis of the 'Buckingham' tests of the academic work in the Gary, Ettinger and traditional schools in New York City."

"Supt. Spaulding and the Gary Plan"—by Howard W. Nudd, ("School and Society," January 22d, 1916.)

See also files of the New York Tribune for Mondays and Thursdays from October 28, 1915, to March 28, 1916 for authoritative explanations of the Gary plan by Mr. Wirt's secretary, Alice Barrows Fernandez; and back and current files of the New York Evening Mail (favorable) and the Globe (unfavorable).

See also series of articles on the Gary Schools by Randolph S. Bourne in the New Republic for March 27, April 3, 10, 24, and May 1, 1915. On file at League headquarters, and public libraries. May be secured from the New Republic, 421 West 21st St., New York City at 10 cents each.

The Schools of To-Morrow—by John Dewey and Evelyn Dewey. Published by E. P. Dutton & Co., (One third of the book is devoted to an explanation and an appreciation of the Gary plan.)

The Gary Schools—by Randolph S. Bourne, with an Introduction by William Wirt. Published by Houghton, Mifflin Company.

*NOTE—Reports starred are unfavorable to the Gary plan.

EDUCATION ISSUES
OF
"WOMEN AND THE CITY'S WORK"

Just What Is the Gary Plan?
A Plea for Fair Play
Is New York to have Real Gary or "Mock Gary" Schools
Is the Auditorium Period "Mass Instruction"
Are You Alarmed by the "Religious Feature" of the Gary Plan?
How a New York City Associate Superintendent "Evaluates" the Gary Plan in P. S. 89
The Educational Experiment in Fairhope, Ala.
The Buckingham Tests
Juvenile Placement Departments
The School Survey in Cleveland, Ohio

BULLETINS ON OTHER CIVIC MATTERS:

Earning Trees for City Streets
Notable Achievements in Economy and Efficiency of the Present City Administration
Achievements of the Present City Health Department
Reforms in the Prisons of New York City
The Tax Reduction Committee's Program
Review of the Work of the Woman's Municipal League
Watching the Law-Makers at Work
Review of the Work of Ex-Chamberlain Bruere
City Hall—An Architectural Appreciation
What We Should All Know About Our Streets by Mrs. Julius Henry Cohen

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Recording Secretary—Mrs. Albert Strauss
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Miss Agnes de Lima

REMOVAL NOTICE:—On and after June 21, 1916, the headquarters of the Woman's Municipal League will be on the tenth floor of the World Tower Building, 110 West 40th Street

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